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AUTHOR Hoerner, James L., Ed.
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ABSTRACT

Approximately 135 instructors, counselors, division directors, deans, presidents, university personnel, and graduate students from ten states participated in a fourth annual conference on New Horizons in Community College Occupational-Technical Education reported in this document. The general purpose of the conference was to examine current views and issues regarding occupational-technical programs with special emphasis on community colleges and postsecondary technical institutes. Four formal addresses were given by speakers selected for their expertise in their respective fields and for their research and leadership in professional organizations. These presentations are included in this report and are as follows: "New Directions for Postsecondary Education" by Ervin L. Harlacher; "A Humanistic Model of Educational Management for Postsecondary Education--Project USHER" by William D. Hitt; "Staffing for the Instructional Revolution" by Lou Bender; and "Where Do We Go from Here" by Joseph P. Cosand. Also included are the questions and answers exchanged in discussion groups. (BM)

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FOURTH ANNUAL CONFERENCE ON

NEW HORIZONS IN COMMUNITY COLLEGE

OCCUPATIONAL-TECHNICAL EDUCATION

CHALLENGES OF THE FUTURE IN POSTSECONDARY OCCUPATIONAL EDUCATION

October 31, November 1 & 2, 1976
Blacksburg, Virginia

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Blacksburg, Virginia

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FOREWORD

Approximately 135 Instructors, Counselors, Division Directors, Deans, Presidents, university personnel and graduate students from ten states participated in the Fourth Annual Conference on New Horizons in Community College Occupational-Technical Education. The general purpose of the conference, conducted October 31, November 1 and 2, 1976, at the Donaldson Brown Center for Continuing Education, Virginia Polytechnic Institute and State University, Blacksburg, Virginia, was to examine current views and issues regarding occupational-technical programs with special emphasis on community colleges and post-secondary technical institutes. The conference theme was "Challenges of the Future in Post-Secondary Occupational Education." Nationally recognized speakers were selected for their expertise in their respective fields, as well as for their research and leadership in professional organizations. In addition to the formal presentations, there were special discussion groups for questions and answers and opportunity for exchange and participation among those attending.

Special appreciation is extended to the Virginia Community College System and the Virginia State Advisory Council on Vocational Education which financially sponsored the conference and these proceedings as well as assisted in the development of the conference planning. Appreciation is extended to the community college personnel who participated as group discussion leaders and to the VPI&SU graduate students who assisted as recorders for the conference. A special thanks is also expressed to the program planning committee for their assistance in the development of the conference.

James L. Hoerner
Conference Director

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Conference Planning Committee

Dr. Edwin L. Barnes

Dr. Rufus Beamer

Mr. Don Galbreath

Dr. James L. Hoerner

Dr. Samuel D. Morgan

Mr. Edwin B. Morse

Mr. Joseph Lenn Nelson

Mr. George Orr

Dr. Robert Sullins

MAJOR ADDRESSES

NEW DIRECTIONS FOR POSTSECONDARY EDUCATION

by

Dr. Ervin L. Harlacher
Chancellor
The Metropolitan Community Colleges
Kansas City, Missouri

Attempting to predict future developments in any field of endeavor is always precarious; but in no field is it more so than in the field of postsecondary education. Still, in some instances, fortuitous circumstance comes to the rescue of the would-be soothsayer and, in this case, both circumstance and observation for nearly three years of an experiment in postsecondary education carried on in my four-college district have come to mine. More about that later.

The changing requirements of the job market during the past few years in some respects can be paralleled to a statement made many years ago by one Patrick Hooley when he was asked what America had done for the working man:

"Well," he said, "when I first arrived in America, a greenhorn from the Ould Sod, the only job of work I could get was with the White Wings, New York City's street cleaning department. Then it was 'Hooley, do this; Hooley, do that.' And after a bit, because I'd worked hard and done my job well, someone asked me to run for boss of the local union. I did that, and I was elected. Then it was '<u>Mister</u> Hooley, sir--and sometimes <u>Mister</u> Hooley, darlin'.'

Presented at the Fourth Conference on New Horizons in Community College Occupational-Technical Education, Virginia Polytechnic Institute and State University, Blacksburg, Virginia, October, 1976.

"A few years later, I was asked to run for alderman--which I did and was elected. Then it was 'Honorable Mister Hooley.' And pretty soon I was made chairman of the Board of Aldermen, and then, of course, they called me 'Mister President.' But it wasn't until a visit to the Ould Sod once again that I realized how America had elevated the working man.

"It was a beautiful Sunday morning and, with my handsome young niece on my arm, I mounted the marble steps of the Cathedral. As I pushed open the fine wooden doors and stepped inside, the choir began to sing, 'Hooley, Hooley, Hooley . ."

"That's what America has done for the working man!"

As you may know, Missouri has one of the lowest unemployment rates among the fifty states. So, it came as something of a shock when, on October 8, a televised interview with the Missouri Director of Employment Security revealed what may be a national phenomenon--an increase in unemployment from 6.5 to 7.2 percent, while countless available jobs were going begging. According to the director, the numerous jobs then available fell into two categories--those calling for highly skilled workers and jobs requiring people willing to work for the minimum legal wage. Why, I asked myself, was there such a gap in job type availability? Talking later with a representative of the local employment security office, I learned there were several reasons. The major reason, according to the U.S. Department of Labor data, is that 80 percent of the jobs available today require more than a high school diploma, but less than a baccalaureate degree for job entry.

"It used to be," the representative told me, "that when kids got out of high school, they had salable skills. But that was before

technological advances made job requirements so sophisticated. By the time kids are old enough to really comprehend the principles of, say, electronics they only have two years left in high school--and that's not enough time. They need two more years of training to qualify for the better-paying jobs. I think, too, that the encouragement for kids to drop out--or stop out--of school for different kinds of experiences was no favor."

Whether or not we can agree with all that the representative said, I think we will agree that in the United States an educational revolution is underway--a revolution very different from other revolutions this country has experienced and certainly unlike those that other countries have undergone, as described in our new book, College Leadership for Community Renewal.* It is a quiet revolution: there are no bombs, no guns, no marches, no threats and counterthreats. It is happening in the most surprising places: churches, senior citizen centers, hospitals, libraries, government buildings, police stations--hardly the places one expects to find a revolution brewing. The revolutionaries are themselves an unlikely lot: housewives and businessmen, elderly retired people and young activists, liberals and conservatives, the college-educated and the illiterate, the wealthy and the poor, government officials and inmates of prisons. Perhaps not surprising to some of us, emerging as the command posts of the revolution are many of America's community colleges.

Everywhere men and women are beginning to realize that the education they received in the past, regardless of how little or how much, cannot sustain them for long in a time of rapid change. They sense that the

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*Gollattscheck, Harlacher, Roberts, Wygal; Jossey-Bass, Inc., 1976.

world in which they live is no longer the world they have known, that the nation is undergoing deep and ever-accelerating changes, and that even the community or neighborhood in which they live no longer offers the comfort of continuity. They realize that unless they take preventive action, they will become as obsolete as last year's headlines. They are discovering that if they wish to remain in touch with the reality of an ever-changing, ever-new present, they must change themselves--that the only way to survive in a world where so much is new every day is to develop a process for continuous self-renewal. They are demanding opportunities for renewal, and leadership to show them the way.

An expanding and ever-accelerating technology renders the training of people obsolete in a few years, creates environmental crises that threaten our very existence, and makes it difficult for us to cope with a "world of tomorrow" that somehow seems to have arrived yesterday.

The desire of women to enter the mainstream of American life as full partners is placing demands upon employers, educational institutions, and women themselves, many of whom recognize that they have been ill prepared to compete for jobs and status.

Growing numbers of culturally and economically disadvantaged people, caught in the two related traps of poverty and ignorance, are becoming increasingly impatient in their desire to share in the American "good life."

The plight of older people, no longer content to sit in rocking chairs during their declining years, grows more critical as their ranks swell in numbers, augmented by earlier and earlier retirement.

This problem of obsolescence and inability to cope with change is not simply a problem of individuals. As people become obsolete and ineffective, entire communities become obsolete, and states and regions weaken. The spreading decline and death of our inner cities and the downtown areas of smaller communities, and the resulting increase in slums and ghettos, are fostering a suburb-versus-city antagonism that grows more volatile daily. Many of the major problems facing our communities and our nation are related to the collective inability of individuals to participate as productive citizens in our changing society. Unfortunately, as social structures weaken and become obsolete, they are less and less able to provide the services that might improve the ability of individuals to improve their community; thus a self-perpetuating cycle of social and individual disability becomes endemic.

The problems of our cities and communities, both large and small, and of the people who inhabit them, are increasingly difficult to ignore. Time is rapidly running out for ameliorating them. As educators have realized these facts and witnessed the need for continual education and individual and community improvement, they have begun to experiment with several approaches to human renewal long advocated by writers such as Drucker and Toffler. Although experiments undertaken thus far hold the promise of someday having a profound effect on the nation's entire system of education and training, and suggest a necessary direction, they have not thus far ensured that the majority of our institutions of postsecondary education will meet the educational needs of these revolutionary times.

As G. B. Strother pointed out some four years ago, "Universities have changed remarkably little since Thomas Aquinas lectured at the University of Paris in the middle of the thirteenth century. . . Expansion both of literacy and of the knowledge base have been reflected [merely] in the proliferation of courses and in numbers enrolled." And as one faculty member at a leading university observes about its new "extended university" program, the institution "is marching forward boldly into the 1920s."

And although community colleges probably offer the best hope for community renewal, much of their emphasis on community-based education remains little more than rhetoric. In far too many instances, they are still more "junior" than "community." They still focus their curricular plans on certain predefined student groups--groups that by no means include all community members.

In postsecondary education's defense, it must be pointed out that the course colleges and universities choose to follow is dictated in large part by the precedent set by society itself. Chancellor Ernest L. Boyer of the State University of New York explains it this way, "Historically, the span of human life has been chopped up into slices like a great salami, with each section having a special flavor all its own. First, there was the thin slice of early childhood--the time of happy play. Then came a thicker slice--twelve to twenty years, perhaps--devoted almost exclusively to full-time learning. Next, we had the still thicker chunk of full-time work. And finally, came retirement--the little nubbin at the end--characterized by some as 'dignified decline.'" Boyer notes that because institutional patterns have conformed to this long tradition, colleges and universities have

ended up catering just to people in one thin slice of the life span, the ages from eighteen to twenty-two--students who were expected to complete their college education before entering the world of work, never to return. Now, abruptly, those patterns are crumbling: not only is there a sudden surge of adult interest in continued education and training, but the pool of students of traditional college age is growing noticeably shallower. While employers needing workers with special skills are frequently unable to find them, too many institutions of higher learning continue to focus their attention on dwindling numbers of high school graduates who aspire to the professions or to the nice-to-have-but-difficult-to-sell liberal arts degree.

The problem, as we can now see, is that these current approaches are inadequate within a time of great human reassessment and change. So far, colleges have cast themselves as "givers"--benevolent institutions in the community that will help the community solve its problems. But they have remained essentially campus-based, faculty-oriented institutions. The community might ask for their help in problem solving--although it seldom does--and the colleges have periodically gone through the exercise of surveying obvious employment needs of business and industry, the kinds of noncredit short courses their faculties might be interested in offering, and the quality of the preparation that their programs give students for further study or entry-level employment. But by relying on the old academic mystique which says that all one has to do in order to be is profess that one is, even so-called community colleges have had only limited success as community institutions. So far, the community-oriented college has simply been in the community,

holding up its wares for public auction and identifying as its students only small segments of the total community--primarily recent high school graduates requiring financial and geographical access to further education.

We have talked a great deal about taking the college to the community. Seldom have we commented on the advantages of merging the community with the college, except for purposes of sharing facilities. Merely offering courses in convenient community locations does not constitute community-based education.

A good example of a community-based course or program is the training seminar for volunteers who work with handicapped persons that was developed in the sixties while I was with the Foothill Community College District in California. As a result of a telephone call from the principal of an agency which served handicapped persons, an Advisory Committee, including representatives from other similar agencies, was formed to design a training program for volunteers. The course was organized, packaged, and taught in a manner that would best meet the agencies' needs. It was sold out before it was ever offered and repeated many times.

Despite major efforts to make postsecondary education acessible to all, current delivery systems have not guaranteed that everyone needing further education can take advantage of it. As a result, most colleges have not yet been able to escape their dual historial patterns of class-based tracking and educational inflation--that process by which the educational system expands without narrowing the differences between groups in society and without lowering the barriers to career opportunity. The result has been a partly instructed society--not a total learning society.

The time has come to look beyond even community-based education which has presumed its goal to be responsiveness to both the learner and the community. What is needed now is a goal that includes not just responsiveness to needs but leadership in the improvement of all aspects of individual and community life. Our colleges must now aim at human and community renewal in its broadest sense. This new direction for postsecondary education, in my view, should command top priority.

A college for community renewal, whether it be a community college, a four-year college, or a university, must be linked to the community in such a manner that it determines its direction and develops its goals through college-community interaction, uses the total community as a learning laboratory and resource, serves as a catalyst to create in the community a desire for renewal, provides a vehicle through which the community educates and retrains itself, and evaluates its successes by citizens' successess that are recognized as significant by the individual and community itself.

A college for community renewal must no longer be just an agency to provide services to the community; it must be a vital participant in the total renewal process. Such a college will be committed not just to degrees and credentials, not just to job training, not just to service for the community. It will, rather, be committed to the continual improvement of all aspects of community life and dedicated to the continual growth and development of its citizens and its social institutions. It will assume responsibility for helping to create the revolutions in educational expectations as well as ensuring the success of this cause.

In pragmatic terms, the community renewal college will deliver the kinds of education community members want and need, not what pedagogues think is good for them. It will do so where the learners are, not where conventional college organization indicates they should be. It will be guided by open community participation in defining comprehensive learning needs, suggesting solutions, and facilitating delivery, not by the decisions of professional educators and governing boards alone.

As it is now emerging and continuing to grow in philosophy and perspective, the community renewal college will be both learner and community oriented. No longer will it be merely a "giver" to those who are inclined to accept its gifts; instead, its role will be that of cooperator with the community in joint efforts to put people back together in meaningful human endeavors. It will be a college that takes an active role in the renewal of its constituents. It will constantly avail itself of opportunities to participate in the continual renewal of individuals and thus in the continual restructuring of the community as a whole. It will be a true "people's college," not confined to the campus but decentralized and flourishing in the real world of the total community. Its mission will be to help people grow in a variety of ways--from finding maximum employment to acquiring the skills for renewal of their neighborhoods and the attitudes for the creation, at last, of a learning society. Touching every citizen, it will rejuvenate community pride and serve as an agent of change for the betterment of life at the local level, and lift the educational achievement of all its constituents. It will emphasize community service as the cornerstone of every curriculum.

Such a concept of educational institutions sensitive to the survival needs of societies in rapid transition is not entirely new. In 1959, for instance, Margaret Mead observed:

> When we look realistically at today's world and become aware of what the actual problems of learning are, our conception of education changes radically. Although the educational system remains basically unchanged, we are no longer dealing primarily with the vertical transmission of the tried and true by the old, mature, and experienced teacher to the young, immature, and inexperienced pupil in the classroom. . . . What is needed and what we are already moving toward is the inclusion of another whole dimension of learning: The lateral transmission to every sentient member of society, of what have just been discovered, invented, created, manufactured, or marketed. . . Is not the break between past and present -- and so the whole problem of outdating in our educational system -- related to a change in the rate of change? For change has become so rapid that adjustment cannot be left to the next generation. Adults must -- not once, but continually -- take in, adjust to, use, and make innovations in a steady stream of discovery and new conditions. . . What we call the lateral transmission of knowledge. . . is not an outpouring of knowledge from the "wise old teacher" into the minds of young pupils, as in vertical transmission: Rather it is a sharing of knowledge by the informed with the uninformed, whatever their ages. The primary requisite for the learners is the desire to know.

Mead's concepts of vertical and lateral transmission of knowledge underlie the concept of the community renewal college. The "desire to know" has too often been aborted within the academic structure of the conventional college because of its reliance solely on vertical transmission of knowledge by the "wise old teacher" - and the resulting frustration to the learner and loss to the society.

In "a steady stream of discovery and new conditions," the community renewal college anticipates closer liaison with the community at large and the development of programs and delivery systems to meet its needs. It will offer community-based curricula, both long-term and short-term, with or without degree requirements so long as the student learns what he needs and wants to know, and it will provide delivery systems completely divorced from the traditional ones.

Another new direction for postsecondary education, I believe, will be the emphasis on performance rather than grades and degrees, rejecting once and for all the concept that an individual's ability to accumulate credits is the ultimate measure of his worth. Emphasis on performance will mean that the acquired competencies fit the needs of the learner (rather than the expectations of the teacher), that the acquired competencies will be more important than grades or credits, and that the learner will be able to measure in his own terms the achievement of a competency (without reference to the teacher's evaluation of it). In other words, the welding student will be able to weld successfully.

Postsecondary education must increasingly recognize the need to help every member of the community acquire the basic skills and knowledge necessary for effective functioning in a world more and more

fraught with crises, the need to inculcate students with the understanding and belief that education is continual throughout life, and the need to stimulate the intellectual curiosity that makes them eager to learn as their experience of life reveals areas of ignorance.

The community renewal college which I have briefly detailed as one model for the new education, is committed to the needs of society and dedicated to renewal in all its forms: human renewal for all our people; urban renewal of our cities and neighborhoods; environmental renewal of the greater communities we serve; political renewal, so critical in a republic based on the concept of rule by the people; and even, perhaps, the moral and spiritual renewal of a great nation.

The concept of a community renewal college is not mere theory or idealism. Already many American colleges and universities have adopted parts of the idea. Typical, but by no means an exhaustive list, are the University Without Walls Consortium initiated by the Union for Experimenting Colleges and Universities, the new Coastline Community College of the Coast Community College District in California, the Community College of Vermont, J. Sargeant Reynolds Community College in Virginia, and, in my own district, Pioneer Community College, the fourth and newest in our consortium of colleges -- that personal experiment I mentioned at the beginning.

Pioneer has one of the largest "campuses" in the nation, serving as it does the four counties of Cass, Clay, Jackson, and Platte, Missouri, a service area with approximately one million persons. Utilizing storefronts, factories, offices, homes, apartments, and five branches of the city's library system, Pioneer has no "brick and mortar"

campus, no set curriculum, and few full-time teachers. It has adopted a philosophy that places the individual and his educational needs and goals ahead of a rigidly defined curriculum, recognizing that more is required than outreach to constitute community-based education.

The college evolved from the Metropolitan Institute of Community Services, begun in 1974 for the purpose of expanding and coordinating services throughout the college district so that all citizens might have an opportunity to enhance and enrich their lives. Instead of offering a series of predetermined educational experiences, the institute discovered from the learners themselves what they actually wanted and needed, and during the first year and a half of operation, some 24,000 citizens took advantage of the opportunity to make their wishes known.

Typical is the associate degree program in heavy equipment maintenance developed for the City of Kansas City when officials expressed their concern about the inability of some Sanitation Department employees to maintain the heavy equipment used on the job. Some 60 employees currently attend classes on released time at the City's fire academy, a loaned facility. This emphasis of career-development for the part-time, non-traditional learner, offered at a time, place, and in a manner appropriate to the clientele, was to become the major focus of Pioneer under the leadership of Founding President William Keim, a former colleague of yours here at Virginia Tech.

Subsequently, and before Pioneer was officially established, an assessment study led to the identification of groups of non-traditional clientele who were not being adequately served by the existing conventional colleges in the Metropolitan system. Among these clients were

the elderly; the underchallenged woman; the handicapped; the under- and unemployed; those with access problems; the motivationally disadvantaged; and those with special needs, such as people whose jobs require updated or extended skills. Since these groups are ordinarily the hardest to reach, special effort was made to plan an administrative structure that would encourage their recruitment and orientation. And, to accommodate these "different" kinds of learners, the college uses varied teaching tools, such as television, cassettes, learning machines, and computers.

The college is also developing an individualized, self-paced, continuous-progress learning system in which the student, his counselor, and an advisor from the student's elected field decide how the student is to go about achieving, on a contract basis, the competencies he would like to develop. The purpose of this arrangement is to prepare students with what they need to know through a student-centered experience rather than have them meet the arbitrary requirements of a formal degree-oriented program. It also provides an opportunity for the three people involved to define more precisely the student's attitude toward the needs of ordinary Americans: personal development, human interaction, marketable skills, and citizen responsibilities.

The interesting part of all this is that the plan is really working. People who once had no idea of where they were or where they were going now have clear goals and the ability to achieve them. A part of the plan, of course, is to permit those who are slower to perceive their own possibilities to have sufficient time to see themselves as successful individuals.

After all, the whole purpose of education is to provide citizens with as many of the tools for living as possible; and if, as I hope we are all agreed, we can do this effectively, the new directions for post-secondary education will virtually guarantee what Gardner has called the "skills, attitudes, habits of mind, and the kinds of knowledge and understanding that will be the instruments of continuous change and growth on the part of the [student]. Then we will have fashioned a system that provides for its own continuous renewal."

A HUMANISTIC MODEL OF EDUCATIONAL MANAGEMENT FOR POSTSECONDARY EDUCATION - PROJECT USHER: UNITED MBO AND HUMANNESS

by

Dr. William D. Hitt
Director of the Battelle Center for Improved Education
Columbus, Ohio

Norbert Wiener's book, God and Golem, Inc., sets the stage for this paper. In Wiener's book the concept of God represents the human dimension of the world, including love, compassion, and concern for others. This is humanness. The other dimension is Golem, which, according to Jewish folklore, is a man-made figure endowed with the characteristics of life. Golem was created by a community of Jewish people to protect them from their enemies, and Golem was very successful in this endeavor. But the story has a grievous ending because Golem turned upon his creators and devoured them. Wiener's thesis is that these are the two major forces in society--the human dimension and automation. The point made by the author is that it is imperative that the human dimension prevail over technology. Should humankind allow technology to be in the driver's seat, then we are likely to see unpleasant consequences. There is nothing wrong with technology per se, but the key is in its application.

We see the same two forces in education today. The human dimension is certainly present when we see human beings interacting with other human beings. We also see tremendous developments in technology. The basic question is: can the two dimensions of science and humanness be united in order to bring about constructive educational change?

Presented at the Fourth Conference on New Horizons in Community College Occupational-Technical Education, Virginia Polytechnic Institute and State University, Blacksburg, Virginia, October, 1976.

The purpose of this paper is to describe Project USHER, which is an acronym for "Uniting Science and Humanness for Educational Redesign." The basic objective of Project USHER is to help community colleges "usher in" a new model of planning and management. In this paper we first look at the basic problem that is being addressed. We then consider some underlying propositions or assumptions. Following next is a description of the general principles associated with the USHER model. Finally, the general procedure followed in implementing USHER will be described.

Project USHER is a cooperative program in the fullest sense of the term. The project is jointly being conducted by the Battelle Center for Improved Education and by the League for Innovation in the Community College. Three community districts are participating in a pilot study. Included here are Brookdale Community College in New Jersey, Cuyahoga Community College District in Ohio, and Coast Community College District in California. A second wave of colleges is just now beginning to participate in Project USHER. The project is sponsored by the W. K. Kellogg Foundation.

PROBLEM

There is a great need for an effective educational management model in the community college. One development pointing up this need is the increasing demand for educational accountability. Many people are now expressing their concern about responsibility for educational outcomes. It is obvious that community colleges must deal with the accountability problem. Another major problem is the increasing trend toward

the management-labor model. College administrators now represent management, and faculty represent labor. In some states the two groups are locked in a win-lose struggle, with each group trying to get as much power as possible. Certainly, this problem must be dealt with.

One emerging management model in education is management by objectives. Here the emphasis is on outcomes as contrasted with input or process. This approach originated in business and industry and is now being adapted to education. Management by objectives has the advantage of being a rational and systematic approach to planning and management. One of the possible limitations of management by objectives is that it can be very dehumanizing if not used appropriately. Nevertheless, this approach to management offers considerable promise for community college management.

A second emerging management model is participative management. Here we mean groups within the broad educational community participating together as a team to agree upon objectives and to decide how to achieve the objectives. This approach to management also originated in business and industry and is now being adapted to education. Participative management has the advantage of creating a genuine feeling of involvement amongst the various groups within the educational community. A major limitation is that it is much more time consuming than, say, an autocratic approach to management. Nevertheless, in considering the advantages and disadvantages we can see that participative management offers great promise for community college management.

The challenge for community college administrators at this time is to develop the management model that unites management by objectives and participative management. This new model should build on the

strengths of both. Its ultimate objective, of course, should be improved student learning.

Thus, the basic problem to which this paper is addressed is the need for a new management model in the community college. We need to develop a model that will build on the strengths of both management by objectives and participative management. In this way, we can demonstrate the effectiveness of uniting science and humanness.

PROPOSITIONS

Project USHER is based upon the four propositions listed below:

1) Education is a human enterprise. By "human" we mean that education is an activity that is directed toward helping human beings achieve self-actualization. By "enterprise" we mean that education is an activity that should be planned, organized, directed, and evaluated for specific purposes.

2) Education can be a successful enterprise through the application of management by objectives. Inasmuch as management by objectives is a systematic and rational approach to stating educational outcomes (and in investigating alternative means for achieving these outcomes), it indeed is an approach that can help education be an effective enterprise.

3) Education can be a successful human activity through the application of participative management, with the various groups representing the broad educational community working together in their efforts to reach a consensus on educational outcomes and the means for achieving those outcomes. We see

the human dimension truly represented in this approach to management.

4) Education can be a successful human enterprise through the effective uniting of management by objectives and participative management. In this proposition we bring together the scientific dimension of management-management by objectives-and the human dimension-participative management. In capsule form, the essence of our humanistic management model is, then, "participative management by objectives."

These propositions - or assumptions - serve as the philosophical cornerstone for the USHER model. We next look at some general principles derived from these basic propositons.

PRINCIPLES

A general framework for humanistic management is shown in Figure 1. For illustrative purposes, different styles of management can be described in terms of this "management grid." In terms of Max Weber's "pure types," Figure 1 illustrates four types of management: (1) the autocratic, which is high on management by objectives but low on participative management; (2) the country club style, which is high on participative management but low on management by objectives; (3) laissez faire, which is low on participative management and also low on management by objectives; and (4) humanistic management, which is high on both participative management and management by objectives.

The basic thesis of Project USHER is that the humanistic quadrant is the "best" approach to educational management. Thus, within the management grid (Figure 1), cell "J-10" represents the ideal.

A strategy for implementing management by objectives is shown in Figure 2. We start by organizing a planning team made up of administrators, faculty, supportive staff, board members, students, and the general community. We next proceed to develop college-wide objective. A key point here is the formulation of an objectives hierarchy, which includes the college mission, and then takes it down to program objectives. Educational needs are assessed by conducting a comprehensive questionnaire survey. In addition, any other data that might be relevant to the educational needs are used in this step. Revenues are forecasted on at least a five-year basis. This is difficult to do in most situations, but, nevertheless, an effort must be made to state the assumptions and make the best possible estimates. Even though there are certainly errors in any such estimates, this is better than making no estimates at all.

In establishing the program structure, all functions carried out within the college are grouped into meaningful categories. The relations between and among these functions are shown in the program structure. Perhaps the most technical part of the process is program analysis, which includes stating program objectives, developing measures and indicators, investigating alternative means for achieving the objectives, estimating costs and effectiveness of the various alternatives, and then submitting program proposals.

In the program budgeting step, we are moving toward an outcome-based budget rather than the typical line-item budget. The budget

here is established for the purpose of achieving specific objectives. Resources are then allocated. The challenge here, of course, is to achieve an agreement between the estimated amount of money available and what is to be accomplished. The arrow in Figure 2 which goes from the Resource Allocation up to Program Analysis means that, typically, second and third alternatives must be selected, simply because there is usually not enough money to do everything everybody wants to do. This process is recycled until there is a match between what is to be carried out and the amount of money that is estimated to be available. Once this is accomplished we are then in a position to prepare the operational plan. This plan is to guide all of the activities of the college. Here we have objectives, the selected alternatives, target dates, who is responsible, and where the money is coming from. All of these elements are integrated into one plan. This becomes the operational plan of the college.

The next step is to implement the plan. This becomes the operational aspect of the entire process. During the time that the plan is implemented there must be effective evaluation, and here emphasis is placed upon determining the extent to which the various objectives are being achieved. Also, emphasis is placed upon what corrective action should be taken in order to improve the operation during the time of implementation.

An integral part of the total process is seen in the circle depicting the information system. Feeding into the information system are the details of the operational plan and the results of evaluation. Comparisons are then made between what was expected and what is actually

being accomplished. Modifications are made accordingly. The information system in the USHER model also is used for other purposes. For instance, one useful purpose is in simulation. It assists in answering "if-then" type questions. For example, if a certain type enrollment is expected, what is the expected outcome on other variables. Also, if there were an increase or decrease in budget, what is the likely outcome, etc.

The arrow going from the evaluation step to the step involving organization of the planning team ("preparation") is included to indicate that this is a dynamic model. A plan cannot simply be written and filed away. What is being conveyed in this model is an approach to planning and management that is an ongoing activity, an approach that is proposed to replace the more traditional approaches to planning and management.

In our proposed humanistic management model, representatives of the broad educational community would participate actively in carrying out the steps included in the management-by-objectives strategy. Certainly, there must be a commitment on the part of the board of trustees and the chief administrator. There also needs to be an active involvement of a planning team, which consists of administrators, faculty, students, board members, the general community, and the supportive staff. While the planning team is addressing itself to the more general problems facing the college, specific task forces are established to carry out the more specialized aspects of the project. For instance, a task force might be established for setting up the program budget. The people on this task force would be those responsible for the budget. In a similar way, a task force might be established for developing

the information system, etc. In addition, individual staff members throughout the college participate actively in those particular areas of concern to them. For instance, as we move into program analysis, the people within the particular program would be participating in developing program objectives, looking at alternatives, evaluating the alternatives, and preparing their program proposal. Thus, there ideally should be wide involvement throughout the college in implementing the humanistic management model.

PROCEDURES FOR IMPLEMENTING THE USHER MODEL

The objective of Project USHER is to help community colleges implement the humanistic management model. An important underlying assumption here is that the successful implementation of the humanistic management model will lead to increased student learning.

The general strategy for implementing the USHER model is for the USHER staff to serve as the outside change agent to facilitate implementation of the model on each participating campus. This facilitation is accomplished through workshops, consulting, providing the needs assessment survey, providing computer software, and also providing considerable written materials that would outline the various steps that should be taken in implementing the model.

Project USHER is a three-year program. Year I is concerned with strategic planning, as we look at college-wide objectives, estimated resources, needs assessment, and program structure. Year II is considered as tactical planning, inasmuch as the primary emphasis here is placed upon program analysis, program budgeting, resource allocation, and developing the operational plan. In Year III we move into implementation

of the planning. Here considerable interest is placed upon development of the information system. Also, emphasis is placed upon evaluating program effectiveness. It should be pointed out that, although this is a three-year program, we have found that very useful results can be forthcoming very early in the project, even during the first several months. Another key point is that each participating college should soon be able to carry out each of the steps on its own without depending upon outside technical assistance. This is the real criterion of success for the project.

CONCLUSIONS AND SUMMARY

After approximately three years of real-world experience with the USHER model, we have arrived at the following conclusions:

(1) The most obvious strength of the USHER model is that it leads to a rational and systematic approach to educational planning.

(2) The most obvious hindering force of the model is its great demand on time.

(3) One of the most important needs in the further development of the USHER model is a clear definition and delineation of participative management.

(4) We also need to study and develop the relationship between Project USHER at the local level and state-wide educational management systems.

(5) Two of the greatest challenges facing the USHER staff are to get faculty members to the point at which they accept the idea of educational objectives and to get administrators to the point at which they will accept the concept of participative management.

(6) Successful implementation of the model requires the following:

(a) The genuine commitment of the board of trustees and of the chief administrator

(b) A highly motivated planning team

(c) An effective planning coordinator

(d) Adequate preparation of the entire staff regarding Project USHER

(e) Good communication about the project throughout the duration of the project

(f) A realization that the human problems associated with the model are more significant than the technical problems

(7) The successful implementation of the USHER model should lead to the following benefits:

(a) A demonstration of educational accountability within the community college

(b) Greater cooperation between and among the various groups in the educational community

(c) A more rational allocation of resources

(d) More effective student learning.

In conclusion, we can state with considerable confidence:

"Science without humanness is sterile; humanness without science is blind; but the uniting of science and humanness can lead to constructive educational change."

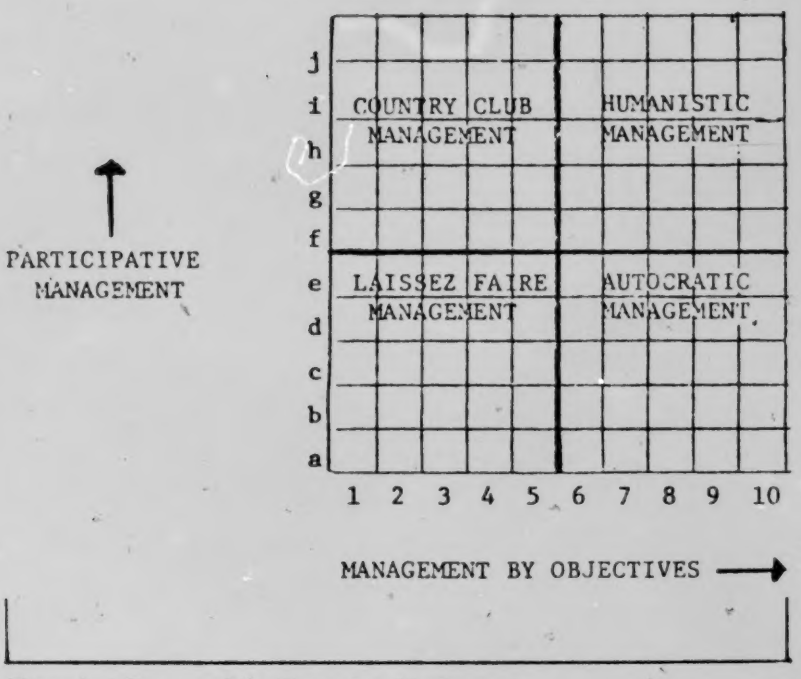

Figure 1. A Framework for Humanistic Management

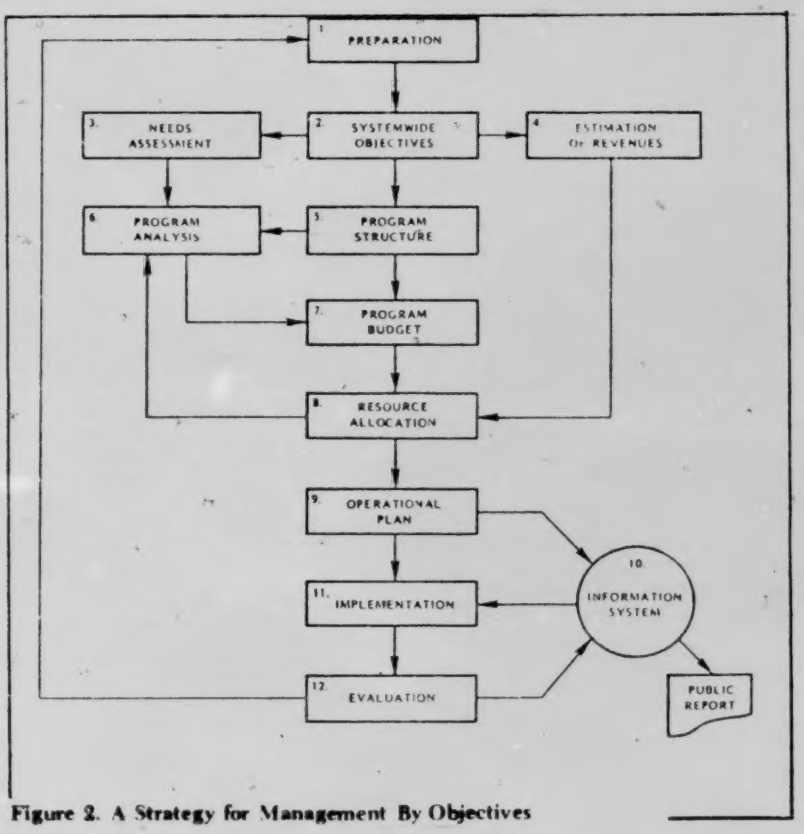

Figure 2. A Strategy for Management By Objectives

STAFFING FOR THE INSTRUCTIONAL REVOLUTION

by

Dr. Lou Bender
Professor of Higher Education
The Florida State University

It is a pleasure to be here with you and I am moved to observe that Virginia Tech has a most beautiful campus. This is my first visit to Tech and I certainly am impressed. The Conference planners were wise in choosing a Fall date when the foliage is still in color. I'm sure many of you experienced the same thrill as I when observing the colorful mountains when flying into the Roanoke airport.

I accused Bob Sullins of having selected the topic listed for me in your program. When you look at that question, you can't help but conclude that the speaker would be hard pressed to spend more than a minute or two addressing the question. I believe Bob had this in mind when assigning it to me. But I'm going to turn the tables on him and change the topic so that it would read: "Staffing for the Instructional Revolution."

In order to address this topic, I have developed five parts or modules which hopefully will enable us to enter our discussion groups following this hour with some bases for our deliberation. First, I'm going to address the historical-philosophical context of many attitudes toward instruction which have plagued us over the centuries. The second module represents a brief review of the developmental periods

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Presented at the Fourth Conference on New Horizons in Community College Occupational-Technical Education, Virginia Polytechnic Institute and State University, Blacksburg, Virginia, October 31, 1976.

of education within the United States. The third addresses the teaching modes which have been used to respond to the goals and values of our society. It is here that we will observe a significant shift in the last five or six years which will enable us to feel the rapidity of change so frequently identified with our technological society. In the fourth module I shall attempt to review very briefly the concept of the teacher as the manager of learning in the contemporary two-year college. Hopefully, we will recognize that the basic principles associated with a systems approach to learning are the same as those which would be associated with the humanistic management concepts outlined by Bill Hitt this morning. Too frequently we in education have used so much jargon that people lose sight of the basic principles which underlie many of our educational designs. The systems approach to management has resulted in the MBO approach Bill Hitt spoke of but the same principles underlie the design of learning, as we shall see. Finally, I shall attempt to show a number of slides which have been developed with the assistance of Media Systems Corporation, the subsidiary of Harcourt Brace and Jovanovich, which is dedicated to learning systems and new instructional approaches for community college education.

Historical-Philosophical Context

Education is a reflection of the social, cultural, political, and economic directions of a society at any one point in time; thus it is necessary for us to understand the interrelationship of these determinants in order to appreciate our present condition and direction. So let us briefly review some of the historical-philosophical

views which continue to influence contemporary postsecondary education.

Man has always been curious about the nature and meaning of the universe. During the time of Plato such speculations led to a concept of two different realities. One can be described as Form which would represent all of those things which were unknown and unobservable. The other was known as Matter and referred to all of those things which were real and observable.

Under Form, you will see depicted on the slide, was the quest for knowledge which man has innately sought over the centuries. Obviously the source of any new knowledge could only come from the Deity. Thus, the quest for knowledge became viewed as the search for truth.

Matter, on the other hand, related to the observable and man's effort to master the elements to satisfy the basic needs of life through using the soil, or hunting, or using the waters for fishing. Trial and error were more the approach to harness the potential of such resources than anything else. In our next slide, we observe that the source for learning Matter was that which was passed down from father to son and from mother to daughter. Youth learned by observing and by following the known practices of the parent. There was a natural inclination, therefore, for the offspring to follow the life's work or endeavor of the parent, a pattern which continued until just a few decades ago.

Now as we look at Form, we find that the purpose of education was to prepare one for communicating with the source of knowledge, the Diety.

This was achieved, it was believed, by liberating one's mind of worldly concerns and making one's self appropriate for messages to be handed down.

As the next slide illustrates, the concept of "born to lead" was associated with this early perception. Moses went to the top of the mountain and came down with the Commandments. A natural conclusion evolved, therefore, that there were those "born to lead" who had been chosen by the Almighty to serve as messengers between the Deity and the masses.

This group of people were so honored during those times that we have classified them as a leisure class. This description, however, is misleading when related to the contemporary concept of leisure class. At that time, they were committed to a life of dedication, even self-sacrifice, without any worldly goals or objectives as their driving force or purpose in life. We know that such an effort was associated with the ministry and teaching even during the early years of our country when it was not unusual for those of the cloth or teachers to receive little financial remuneration but their basic needs for food and shelter were accommodated. It was not unusual as recently as World War II for a faculty member to form a lifelong association with a college, remaining even when very lucrative offers were made by other institutions.

Under Matter, we observe that the educational process was essentially training with an apprenticeship type of education. As individuals began to specialize and the trade guilds evolved, the apprenticeship became the recognized mode. Subsequently, with industrialization, vocational training evolved.

Now you will notice that a line has been drawn between Form and Matter on each of the slides. This depicts the separatism which evolved from those early times with snobbery on the part of the academics assuming that there is greater worth and prestige to be involved in an academic education than in a vocational education. Many of the problems of articulation between the two-year college and four-year college are rooted in this centuries-old attitude. If the perception was that knowledge came to one born to lead, then it was natural to reject the course or educational experience devised by another who could be a false prophet. When two-year colleges were encountering resistance from upper division faculties for transfer of course credits, they needed only to examine the history of the four-year institution to discover that it had at one time encountered difficulty in having its credits accepted by other four-year institutions. Unfortunately, remnants of this tragic attitude still can be found on some community college campuses where the academic and occupational faculty do not communicate as peers.

Social/Economic/Political Determinants

Now I should like to briefly review five developmental periods in the history of education in our country.

Colonial Period: During the colonial period of our country, we had an agrarian society with the major concern of the masses focused upon using the bounty of the natural resources of the young country. The social-political structure during the colonial period, however, was aristocratic, a point many of us forget when reflecting upon the educational scene of that day. The ruling class came from Europe and represented the aristocracy or elite who by time were usually the leisure

class by virtue of wealth or land ownership because of family name. The institutional form of higher education was the colonial college, an institution modeled after those in Europe but dedicated to the perpetuation of a ministry and education. We know when reviewing the colonial college that it was separate from society and existed as a closed political system. The en loco parentis concept of that period resulted in an expectation that the parents surrender to the institution parental authority when their sons and daughters were admitted to the institution. The same concept related to faculty as well and we typically found faculty members dedicating their lives to the mission and purpose of the institution without regard to worldly gain and subservient to the decisions and edicts of the president. This pattern was clearly consistent with the "born to lead" concept and a universal acceptance that one in a top administrative position had some special wisdom or ability because of a favor from the Almighty.

Jefferson's concept of free higher education during this period is quite different from that credited to him by many who have claimed he was the first advocate of community college principles. Jefferson sought a strong nation through a utilization of the total intelligentsia of the citizenry. It was his belief that one should be provided free higher education, regardless of birth or social-economic circumstances, if that individual was an intellectual elite. He did, nevertheless, break that line between the masses and the ruling class.

Civil War Period: During the Civil War period, we find the economy had moved into an agrarian-industrial base with manufacturing in the New England states having moved toward textiles, steel, and fabrication.

The socio-political structure of the young nation was now representative with the electorate determining who would serve in office. A significant shift in the perception of "ordained" leadership resulted. The socio-economic structure of the country found the beginning of the middle class, creating a three-tiered society from the earlier organization of the elite and the masses.

A significant development in American higher education was the enactment of the Morrill Act which created the land-grant college and provided access for the sons and daughters of the farmers and mechanics even though the early college was labeled as second class and often was described as the "cow college." Part of this attitude was related to the subject matter taught and the press toward utilitarianism as a philosophy related to curriculum and instruction. The idea that seeking knowledge for its use and application as opposed to knowledge for knowledge sake was a shocking concept for those who had followed the classical Latin curriculum. It should be noted, nevertheless, that the Morrill Act provided one potential springboard for erasing the line of separatism between academic and occupational education by recognizing knowledge associated with Matter as an element of higher education.

World War I Period: By World War I we observe the nation had moved to an industrial economy with improved concepts of production and factory resources. The middle class was growing rapidly as managerial and supervisory positions developed and small businesses prospered.

The national legislation of major importance during this period was the Smith-Hughes Act of 1917 which provided for vocational education at the high school level. Parenthetically, it should be noted

the Smith-Hughes Act was the first legislation won through the lobbying process by educators. The earlier Morrill Act was not championed by educators but by business and industrial interests concerned with the westward expansion and a greater development of the lands. The Smith-Hughes Act came as a result of the efforts of the Society for Industrial Education, which today is known as the American Vocational Association. Any analysis of the Smith-Hughes Act by a student of organizational theory immediately reveals the foresight and wisdom of the architects who sought to champion vocational education and to guarantee that the stronger and more prestigious academicians would not subvert their purposes and subsequently capture their resources. The Smith-Hughes Act provided for a separate administrative structure from the federal to the state and local levels even to the point that separate teacher certification was mandated. This assured protection against the potential encroachment of the academics but at the same time re-established the line of separatism between academic and vocational education. Another provision of that law was categorical funding whereby the federal dollars had to be used for specific vocational areas and could not be redirected by ambitious or short-sighted educational administrators.

World War II Period: By the time of the second World War we find an industrial-technological economy and a society which had moved philosophically toward meritocracy whereby there was a growing belief that the public should support the education of any citizen who merited acceptance by virtue of previous achievement and academic potential. Higher education still was a privilege, not a right, however. The second World War generated the knowledge explosion forcing additional education requirements of those who would be absorbed into the economy. The G. I.

Bill not only triggered the amazing growth and expansion in public higher education, but several major reforms in the industrial program as well.

One of the strong influences on contemporary learning theory by the G. I. Bill related to the concept of the potential for learning. At that time it was believed that one could not learn after the age of 30 or 40. Most people thought they were "over the hill" by the age of 40 and believed the mind began to atrophy after that. When G. I.s returned and insisted on admission to the college, however, many were in their late thirties and even a few in their forties. Amazingly, these veterans not only were able to maintain their own with the recent graduates but were frequently on the Dean's list for academic honors. Over the last 20 years the concept of learning and age gradually has been changing. In the 1940s it was assumed one stopped learning after age 40. In the 1950s it was assumed one stopped learning after the age 50. Now, in the 1970s learning theorists and gerontologists tell us senior citizens can have more fruitful and satisfying lives by being involved in learning experiences. They say people of any age can, in fact, absorb and retain new knowledge. Nevertheless, opposition to public support of adult/continuing education many times is actually rooted for some in that earlier concept that adults have such a short retention span that it is a waste of taxpayer money to subsidize continuing education programs.

Another change resulting from the G. I. Bill was the attitude toward life's work. Prior to World War II, one was judged as a failure or something was wrong if he/she changed career goals. It was assumed

if a minister left the ministry to teach, for example, that his/her faith had not been deep or abiding. With the veterans, change of career goals became acceptable. A later extension of this was the acceptance of having two careers by virtue of early retirement too.

Contemporary Period: Now we advance to recent years and we find the societal pressures upon education to erase the lines of separatism between academic and vocational education as enunciated in the career education concept advocated by Sid Marland a few years ago. We find national policy in the Education Amendments of 1972 as well as the Amendments enacted in 1976 calling for recognition of education whether it comes from formal classroom study, experiences of life, or independent study. The philosophy of the country has shifted considerably toward egalitarianism whereby education is viewed as a right of every citizen rather than a privilege of a few or even the majority.

The Teaching Modes

Patricia Cross has described the contemporary developments in teaching as an instructional revolution. This is related to the significant change in the teaching mode which has taken place in the last ten years. In order to grasp such change, we can draw an analogy with the cultural shift which has taken place as well. During the early years of the country there was the melting pot philosophy which permeated the structure of social enterprise. One was welcome to shores of America with the promise that the new nation would enable the energetic individual to become part of the mainstream and to enjoy the benefits of all others in that so-called mainstream. There was an expectation, however, that the individual had to surrender one's cultural identity in the process and conform in order to be a member of that mainstream. Culturally, this meant that

those who were closest to the mainstream in color had the least difficulty in merging and picking up a new identity. Those from the early Irish immigrants found it relatively easy to be absorbed while those from the Italian nationality found it somewhat more difficult because of a darker complexion. Unfortunately, assimilation by those of the black culture became complex and highly dependent upon the lightness or darkness of the skin.

The analogy to the educational scene can be seen in the expectation that one would be absorbed through the educational process in a regimented and organized manner. The procedure of instruction was conditioned by the earlier posture of the educational system whereby the individual had to meet the standards and expectations designed by the teacher. Those who made it academically were closest to the academic mainstream and those who had different interests and goals were denied the status and recognition of the others because of their difference and distinction.

Teaching was related to the subject matter with the lecture approach being the prime mode of presentation. The climate was one of the student being passive and receptive to the directions and control of the teacher. Communication tended to be one-way with lecture and laboratory the major organizational structure for instruction.

Now let us look at the contemporary cultural mix. Diversity and individuality can be clearly identified for our contemporary society. Since the 60s we have found a rapid shift from the melting pot to the salad bowl configuration whereby we have emerged as a pluralistic society committed to and championing the idea that different cultures can live side by side and develop excellence within each culture. The

individual becomes the focal point, so our educational system must enable each individual to achieve all that one is capable of achieving. The future clearly will require educational institutions to honor a pluralistic approach whereby learning accommodates a diverse clientele. This has brought central focus upon the realist point of view that education must be made appropriate to the individual as opposed to the earlier rationalist viewpoint that man must be appropriate for the education. And this has had significant impact upon the curriculum and instruction of our institutions as well as representing new challenges and responsibilities of the faculty.

The community-based, performance-oriented, postsecondary education as described last night by Irv Harlacher, and as espoused by the American Association of Community and Junior Colleges, represents the shift of nearly 180 degrees from the earlier concept under Form where the teacher was viewed as the chosen one to decide and design the educational experience to the present concept that education must be systematically tailored on the basis of the requirements of the clientele being served. It is with this backdrop that we can now turn to the concept of the teacher as a manager of learning.

Teacher As Manager of Learning

If educational institutions are to accommodate the needs of the individual learner, then a different approach to learning and teaching must be followed. The teacher must move from the earlier pattern of lecturer-director to one of the manager of learning. This is carried out by several steps. The first step requires the faculty member to organize subject matter systematically so that it will accommodate the

ability of the learner to begin consistent with his/her level of previous experience and achievement. The subject matter must be analyzed in such a way that specific modules can be designed consistent with the objectives of the course involved.

The second step in managing learning requires the faculty member to organize the learning environment itself. First, it is necessary to diagnose the needs and previous achievement of each student. This can be carried out through the use of diagnostic examinations, previous records, and individual conferences. The manager then prescribes the program most appropriate with the beginning level being identified on the basis of proven achievement and the clear identity of the next step to be mastered.

Next, the manager assists the student to select appropriate instructional materials so each student can progress without needless duplication and repetition and independently rather than in lock-step with the group.

A key to managing of learning relates to the faculty member monitoring the learning process, encouraging the student when motivation is lacking or coaching the student in problem-solving approaches which perhaps have not been applied before. Constant feedback on the success and progress of learning can be achieved by the student as the environment provides means for assessing results of student effort and investment.

The management of learning under the pluralistic approach is concerned with the affective and cognitive domains of learning. Group work and individual conferences foster the affective socialization goals of learning while small group and mediated individualized instruction foster cognitive mastery.

In the contemporary setting, we find some community colleges and technical institutes have all three types of learning environments. In a traditional classroom approach as most of us experienced first-hand, we have set timeframes for the instructional process and achievement being the variable. Instruction is directed toward the group and does not accommodate the individual differences of the students.

In the learning center concept, time constraints are removed and the individual is able to use the center at any hour of the day or evening and is encouraged to master a fixed achievement level or standard regardless of whether it takes a traditional academic term or less or more. The third model which has evolved can be described as a modified learning center where the traditional time constraints are maintained but the subject matter itself is designed in a systematic way and the individual can begin with appropriate modules consistent with previous achievement and background.

Obstacles

I shall conclude with the obstacles institutions encounter in hopes I can provoke some thought and discussion during the group sessions. In some institutions there are organizational and procedural problems which must be overcome. Some institutions attempting to introduce the learning center concept have encountered difficulties in the registration process and in recordkeeping. This has been overcome in other institutions through computer-assisted registration approaches. Some institutional policies related to course registration or teaching load or scheduling necessitate a thorough review of practices and procedures

of the institution which will need to be changed in order for an open admissions and rolling registration approach to be implemented.

Another obstacle can be seen in the funding formulas of some states whereby an institution is penalized if students either finish before the end of a term or if they require more than a term in order to master the subject matter. New funding approaches must be devised or different procedures for student accounting will need to be established to accommodate individualization of instruction.

A third problem area relates to faculty attitudes. Some are the products of the melting pot approach and do not believe, philosophically, in the pluralistic principles I have outlined. Others are threatened by the mystery of the unknown and thus are concerned about the traumatic shift envisioned by moving from the group lecturer-delivery mode to the manager of learning mode. This is an important area for institutions to recognize and one where staff development and other supportive assistance must be rendered.

Still another faculty attitude problem relates to the historical tradition that an educational experience designed by other than that specific faculty or by that institution could possibly have the same quality or content desired. Some faculty are threatened by instructional programs that have been developed by publishers such as Media Systems. For them it can only be trusted if they have had control over the development of the content. For them re-inventing the wheel is a pre-requisite if acceptance is to be won.

Now, Bob Sullins, I will address the question of who will do the teaching in the future. The answer becomes apparent when we look at the statistics. Eighty-five percent of the full time faculty who

will be in the colleges and universities in 1980 are presently employed in those institutions today. There will be less than a 5% annual turnover and thus we can anticipate that those who will be doing the teaching in the future, in the main, are those who are under contract right now. This obviously means that a great challenge confronts the two-year colleges in the area of recruitment and staff development. Recruitment and selection of faculty for those few positions to be filled must be done with great care to assure that an understanding and commitment to the management of learning concept exists. The major challenge, however, will be to design inservice programs for full time and part time faculty which will bring an understanding and commitment to the pluralistic purposes of community-based postsecondary education in serving a diverse citizenry. And that should provide all of us thought for our small group discussion following the break. Thank you very much.

WHERE DO WE GO FROM HERE

by

Dr. Joseph P. Cosand
Director, Center for Study of Higher Education
University of Michigan

Let me begin by presenting a number of facts that relate to "where we are".

Post-secondary education has increased for twelve consecutive years, until 1976-77 with the greatest increase on the two year college.

1976-77 is the peak year for high school graduates, then there is a projected decline showing almost 400,000 fewer by 1982-83, a 12% loss and further declines on through the 1980's.

There has been a steady increase in minority enrollments and a recent decline in white students especially white males.

Part-time students have grown rapidly in the public institutions.

One-third of the students in higher education are over 25 and 10% are over 35. Two-thirds of the part-time students are over 25.

The proprietary schools have shown the most rapid growth, where the purpose is pre-employment preparation for employability.

Post-secondary education continues to return added income but the differential has declined. Life income projects $479,000 for high school graduates, $543,000 for 1-3 years of college, $711,000 for 4 years of college.

College educated workers will exceed requirements in the coming decade by 500,000. 25% of the job openings are for 4 year college graduates which is up from the 20% figure for the past several years.

The college graduate will have competitive advantages even though under-employed.

Sar Levitan, a manpower expert forecasted the following in the October 14, 1976 Higher Education Daily Bulletin:

> A continuing tight labor market will likely heat up the education credentialing race, forcing vocational education students to stay in school longer to be able to compete with college graduates.
>
> Even with lower unemployment, however, vocational educators must accept the fact that they will continue to train people for lower-wage jobs. Currently 30 percent of voc ed graduates earn less than the average, and high-wage jobs will still go to college graduates. It's not a function of vocational education to raise wages.

The drop-out rate from post-secondary education continues to be persistent with about 40% for the past 45 years. Some 20-30% of the drop-outs do return to complete their programs eventually. Little however, is known about the reasons for withdrawal.

Eighteen to twenty-two year olds make up only 9% of the population in today's society. Whereas, those from 23-29 years of age make up 59% of the population. This is the new constituency beginning to enroll in community colleges.

As we have known post-secondary education, it is no longer a growth industry, and will decline unless a new constituency can be attracted and defended as a responsibility of post-secondary education and of society.

The older part-time student is the new constituency for the public institutions and will require new attitudes, a different climate and different procedures than the traditional 18-22 year students. The following are a few of the changes necessary:

a. Modified or waived entrance requirements.
b. Special counseling.

c. New faculty productivity.
d. External certificates and degrees.
e. New methods of instruction.
f. Colleges without walls.
g. Weekend courses.
h. Greatly expanded programs of institutional research.

Several of the states have increased their aid to post-secondary education by 28% during the past two years, but the record is spotty. There continues to be suspicion and criticism of the institutions with respect to:

a. Recruitment policies.
b. Duplication of programs.
c. New faculty productivity.
d. Inefficient management.
e. Decreasing quality.
f. High costs.
g. Indefensible course offerings.
h. Unemployability.
i. Excesses in graduation of unneeded skills or no skills.

There is a move towards fixed ratio of costs per student, local tax, state tax, etc.

External forces are moving into the decision making process, just to name a few:

a. Local and state collective bargaining
b. State governance
    1. Boards and commissions
    2. Legislatures
    3. Governors
c. Local political forces
d. Business and industry
    1. Presidential appointments
    2. Proprietary schools

Goals and Actions

Let me share with you several thoughts on several goals and actions that go with such goals.

When we think of goals for post-secondary education several concerns come to mind--equality of opportunity, access for whom, to which institution,

for what purpose, at what cost to whom. These are all concerns.

When we speak of purpose and priorities are we thinking for the totality of post-secondary education? For each type of institution we must think of the type of student being served, the cost to each student and the breadth and depth of the educational program needed at each institution.

Community input through understanding is necessary. Advisory committees both general and specific are important.

Institutional research is a vital part and must include:

a. Student profile as is and as projected--their backgrounds, interests and needs.
b. Manpower needs--local, state and regional.
c. Curriculum and courses needed, modified, eliminated.
d. Teaching methodologies--modified and new.
e. Staffing needs and implications of full time, part time ratio, tenure, collective bargaining, promotion.
f. Student follow-up on the job.
g. Faculty and administrative evaluation.

As we look at goals regarding articulation and cooperation we must include: community colleges, high schools, area vocational schools, technical institutes, state colleges and new liberal arts colleges as well as relationships with proprietary schools.

Our goals must reflect location of programs--both on and off campus. The availability of resources both human and physical will effect the quality of instruction.

External certificates and degrees will be expanding including equivalency evaluations through experience and tests.

Staffing will continue to be an issue between full-time and part-time. Part-time will continue to be used and expanded due to flexibility, no need for tenure, the cost is less and up-to-date instruction is easier to maintain. We must continue to keep a balance between

occupational preparation and general education for the occupational teacher.

Evaluation procedures will continue to be discussed and worked with. We must look at ways to evaluate courses, faculty, administration, space utilization and all elements of our instructional programs.

As we look at tenure and collective bargaining we must realize that 85% of the present faculty will still be on board in 1985. Seniority will become a bigger problem. Will the younger teachers tend to become transients?

Quality vs. quantity - can we have both? As we recruit students, faculty and administrators, a quality program must be our goal.

Our purposes and priorities must include a management system for faculty and administrators that includes the president, board and state and federal government accountability.

A balance of occupational programs must be maintained and defensible by need and available resources. One total educational program should exist without status hierarchy between faculty or in salaries.

Our occupational programs have a heritage of a student centered climate and should maintain such and keep good faculty-student rapport.

In several recent visits throughout various states, several observations have been made:

a. Evening - part-time students fill available space
b. Daytime use low - especially after 3 pm
c. Part-time faculty in the majority
d. Employability rate good
e. Need for more skilled technicians exists
f. Continuing conflict between academic and technical faculty
g. Survivalism is a worry with concern about tenure
h. Collective bargaining seen as protection for seniority

i. More emphasis on evaluation, productivity and accountability
j. More interest in staff development
k. Increasing confrontations between faculty and administration and boards
l. Decreased presidential leadership as an educator

Where do we go from here?

Let's face our problems, find solutions and move ahead with our "open door" community-based program. Let's be sure that we, as professional educators, understand the complexity of the undertaking before us and that we - rather than external forces - make the analysis, find the solutions, and most important of all - make the decisions.

If we don't assume these responsibilities we will be held accountable and the decision making process will be assumed by others through our default.

The game is ours to win or to lose. Personally, I don't intend for us to lose, for winning the support and belief of our constituents is a challenge we can't afford not to accept, and in accepting, too important to neglect, and in neglecting, to fail.

So--let's understand and believe in our mission and let's be sure we spread the word through our joint cooperative endeavors and accomplishments.

DISCUSSION GROUPS

MANAGEMENT BY OBJECTIVES AND HUMANISTIC MANAGEMENT

by

Dr. Loyd D. Andrew
Associate Professor
Virginia Polytechnic Institute and State University

Many view Management by Objectives (MBO) and Humanistic Management as antithetical concepts and many in education fear MBO because they see it as mechanistic and dehumanizing.

The purposes of this paper are (1) to determine if MBO and Humanistic Management are antithetical, and (2) to suggest some means that should be used in implementing MBO so that the objectives of both humanistic education and MBO may be realized.

What is humanistic management? In attempting to define humanistic management, emphasis has been placed on participation of workers in decision making and job enlargement. The major theoretical underpinnings are Maslow's hierarchy of needs and McGregor's Theory X - Theory Y Management. Maslow has argued that man's needs are in hierarchial order, ranging from the most basic (physiological and security) to the highest--self-actualization. According to studies by Herzberg, the major motivators in work (or satisfiers in his terminology) are recognition and achievement--the second and third level needs in a simplified four-level statement of Maslow's hierarchy of needs.

According to McGregor, management has tended to ignore these major motivators on the assumption that most men are motivated primarily by

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their physiological needs. He termed this management as Theory X management. This management not only assumes that man is best motivated by appeals to his physiological needs for food and shelter; it assumes that man is generally lazy, irresponsible and dishonest, a fairly common view in the history of man. Of course the theory has provided for certain exceptions, that apparently occur because of some special ordination. These exceptions have had different titles, depending on the period of history. There were the Greek gods; later there were kings and barons. Today there are managers, executives, presidents and superintendents.

Thus, Theory X management is characterized by an authoritarian, pyramidal structure with planning and decision making restricted to those at the top. In Theory X management, little is left to chance; little room is provided for interpretation of policy; and almost no provision is made for initiative at lower levels. In fact, initiative is quickly and rather severely punished. Rather than policy, there are very explicit rules and procedures. Much time and money is spent on control and policing. Quite often, writing of rules and procedures and control become ends in themselves.

The Theory X view of man and the authoritarian, tightly controlled management scheme has some merit from a theoretical and practical viewpoint. The division of mankind into two major classes, manager and worker, has its parallel in ant kingdoms. Many but not all religions seem to encourage a belief in two classes, the lesser being child-like in its irresponsibility. In the short run, at least in the past, Theory X management generally worked. Theory X management is self-fulfilling for its treatment of people leads to behavior that supports the theory. Treat a man as if he is irresponsible,

and he soon acts and becomes irresponsible. Treat him as a liar and cheat and he is soon a liar and cheat.

There are, however, some serious theoretical and practical difficulties with Theory X constructs and the management resulting therefrom. First, it is expensive in economic terms (forget the human costs for the moment) since the system is heavily dependent on control. In Theory X organizations, the relationship of administrators to producers may be one to five, perhaps more. Until recently, this cost has been acceptable because of the economy of scales realized by large organizations which had more than covered the costs. However, these costs are increasing. Second, lower level needs do not appear to be good motivators, at least in today's society. Providing better pay and working conditions increase expectations rather than motivation according to Herzberg's studies, though these "hygiene" or maintenance factors are as important as clear communications in providing good hygiene.

Third, because of every increasing size and complexity of organizations and tasks, it is becoming increasingly difficult for a few men to manage everything and think for everybody by setting objectives, preparing strategies, and writing detailed procedures or task descriptions. The type of work that lends itself to detailed description is that type of work best done by computers, which are obedient, skilled and irresponsible, but responsive. They require very specific instructions and only rarely display initiative.

The difficulty is that computers do require precise procedures and, therefore, an army of programmers who are never, despite increasingly sophisticated technology, quite able to make the computers problem solvers in their own right. Yet, the number of problems that do not lend themselves to procedurally developed answers are increasing with the quantum jump that technology and communications are taking.

Finally, Theory X management appears to break down at some, not fully definable, point in organizational size. There are many examples of large organizations that suddenly lose their vitality as communication problems overtake them. There is some point of size in Theory X organizations where the leaders are no longer able to provide or communicate the necessary plans, strategies, initiatives and procedures. As examples, one immediately thinks of Ford and Montgomery Ward, but one also thinks of General Motors and Sears. However, the latter two organizations, unlike Ford and Montgomery Ward (before their rehabilitation and reorganization), were fairly flat and decentralized organizations, much less Theory X than the counterparts.

The theoretical base of Theory X concerning the nature of man also appears to be weak, at least in today's society where basic physiological needs are reasonably well satisfied. There is considerable anthropological evidence (as well as current events and incidents) that suggests that man does not live for bread alone. One only has to look at the creative expression of primitive tribes. Then there is the basic work of Chester Barnard, formerly the President of New Jersey Bell, who showed that authority resides in the individual. Fayol, an outstanding French industrialist and the father of management as a system, considered one of the greatest gifts that a manager could give to his subordinates was to allow them to display initiative.

The fact and function of individual authority is demonstrated by excessive turnover or high absenteeism, alcoholism, paper shuffling, or lassitude when individual needs are frustrated by organizational objectives or controls. All of these forms for exerting individual authority are costly in economic terms and they demonstrate the cost in human terms of Theory X.

To reduce these costs, to increase the economic as well as the human vitality of organizations, humanistic management has been proposed. In

McGregor's terms, humanistic management is Theory Y management and its theoretical base is a conception of man as responsible, creative, and liking work that provides recognition, initiative, and responsibility. The greatest practical proponent of Theory Y is Townsend, who described how Theory Y management worked effectively in Up the Organization. Simon in his work on management as a decision making process and Odiorne in his development of Management by Objectives have accepted Theory Y as sound theory from which to develop their specific management systems.

Management by Objectives is a system of management that attempts to come to grips with and to make a reality out of a Theory Y view of man. There is nothing unique about Management by Objectives in terms of good management--whether Theory X or Theory Y--if one stops at objectives. All good management--that is not to say all management--is characterized by objective setting, organization and staffing about objectives, and rewards. What distinguishes or should distinguish MBO from other forms of management is the recognition that more than the needs of the executive and the external market place should go into objective setting. That is, MBO provides a means for using input from constituencies in arriving at objectives--not the least of these constituencies are the members of the organization.

MBO is successful implementation and as a Theory Y system is also characterized by a downward shift in authority and openness of communication. Responsibility and authority is assigned to the lowest possible level. Unfortunately, in many so-called MBO systems, authority is not shifted downward with responsibility and freedom to use initiative and creative ability is not given.

In many alleged MBO organizations, procedures and controls have proliferated rather than declined. There tends to be an over-emphasis on

defining jobs specifically and quantifying objectives rather than determining what can be done to reduce control costs by providing worthwhile work for each individual--i.e., work that provides a sense of responsibility and achievement. This is not to suggest that it is not important to write out objectives and to specify milestones or target dates for meeting the objectives. Clarity of communication and thoughtful consideration of objectives and means for arriving at objectives are very much a function of writing and rewriting. Too much is ignored when objectives are simply discussed verbally. However, the fun part of management and doing--what leads to job enlargement and leads to recognition, participation and achievement--is in the areas of creative and problem solving goal setting. Yet, in many MBO systems, the emphasis appears to be on writing routine objectives or reducing problem solving to routine tasking (an impossibility).

There is a tendency to make the specifying of routine objectives become the end-all of MBO because routine objectives are easy to write (since they can be lifted from historical documentation) and easy to quantify. What is commonly lost sight of in writing routine objectives is need. Are the routine goals necessary? Can they be realized better by using computers? Are they counter-productive? Do they unnecessarily restrict freedom or force decisions that are counter to the ends of the organization? For example, one of the goals that is being established for counselors in some community colleges is 200 student contacts. This is or should be a tactic, not a major objective; as an objective, it could well be counter-productive leading to routine, unimaginative counseling/advisement. From the writing of routine objectives should come many problem solving objectives. For example, how can we get rid of the routine or do it better and more quickly. There also appears to be misplaced emphasis in many educational organizations that are implementing MBO on self-development objectives. Self-development

objectives, if properly done, can be, like problem solving and creative objectives, both rewarding in and of themselves inasmuch as they can provide recognition and achievement. However, in many pseudo-MBO systems, self-development objectives are often confused with rewards or with measuring effort. There are self-development objectives for traveling and conferencing; others provide for taking courses that are prerequisites for holding a job or for promotion. These types of objectives like contact with students are not really objectives--they are tactics or strategies and when they are defined as set objectives, they cloud what should be the real objectives of self-development--achievement, learning or contribution.

Self-development objectives if they are to be rewarding to the individual and organization should be set in terms of the individual goals as these relate to the organization's overall mission and emphasis should be on achievement and contribution for these provide intrinsic rewards. Travel for the sake of travel or conferencing for the sake of conferencing should be treated and recognized as rewards if they are perceived as rewards by the individual.

Setting of problem solving and creative goals is extremely difficult. The development of a new curriculum or keeping a course current either by updating material or using new teaching technology is often considered to be non-routine objectives; i.e., problem solving or creative objectives. They may be, but before such efforts are treated as non-routine, the organization should think through its expectations. Updating course material seems to be a rather routine expectation; devising a new curriculum could well be a creative goal; certainly, determining whether a curriculum, new or old, is needed represents a serious problem worthy of creative effort.

Many writers and practitioners of MBO have dealt too lightly with the matter of existing attitudes. This is due in part to the origins of MBO. As originally formulated, MBO was written for managers and was concerned with organization, motivation and reward within managerial levels. Implicit and sometimes explicit in its premises were the assumptions that managers had goals, were self-directing, and were reasonably secure. Thus, they were willing and capable of taking reasonable risks given the possibility of reward.

How high the validity of these Theory Y assumptions are at the managerial level is argueable; the validity of the assumptions probably declines as one moves down existing hierarchies. Most institutions, including many families, have tended to be authoritarian with a high degree of Theory X orientation. Thus, great numbers of personnel in almost any organization have been treated as irresponsible and somewhat bad children. Many managers, including executives, have done well by being authoritative, by controlling information, and by building a sense of insecurity in their subordinates.

Therefore, most institutions, including most community colleges, probably have great numbers of people at the managerial, faculty and classified staff levels who have been well-trained to operate in authoritarian management systems where authority, objective setting, and rewards for achievement and recognition reside at the top of the hierarchy. This previous training, which encourages planning and control at the top and taking as little as possible responsibility at the bottom can not be overcome by simply announcing that the institution is now being managed by MBO or that the management wishes to be humanistic. Most authorities on MBO argue that it will normally take three to five years for its implementation. Whether any institution or individual can wait this long for results is questionable, but certainly the

amount of attitude change required to move from Theory X management to Theory Y MBO is large and will take a commensurate long time to bring about.

This attitude change at all hierarchial levels will not occur unless there are fairly immediate rewards for delegating authority and for accepting responsibility. Too often the emphasis is on writing objectives rather than providing rewards to the manager who quits defining each task and for the worker who takes responsibility and stretches himself (enlarges his job) in terms of creative problem solving. Delegation of authority and acceptance of responsibility increases the possibility of error. Room must be allowed for this error along with reward for stepping forward.

HUMANISTIC MANAGEMENT AND THE ROLE OF THE DIVISION CHAIRPERSON

by

Dr. Edwin L. Barnes
New River Community College

With regard to Humanistic Management and Management by Objectives at the Division Chairperson level, six questions were presented for group discussion. These questions were as follows:

1. How does the division chairperson move from a rigid, structured environment to one which is not and how can more open, participative policies be implemented,

2. Recognizing that not everyone wishes to participate in institutional governance, how can the division chairperson take a leadership role in bringing about a balance in participation,

3. When does the process (MBO) end and when does production begin,

4. How can MBO be implemented gradually,

5. How do division chairpersons gain the cooperation of their subordinates in implementing an MBO system, and

6. How does the division chairperson work with younger faculty to utilize their talents, to develop them and to build strong programs around them?

There was general concensus that moving from one system or management philosophy to another might present some problems but there are ways of facilitating this process. The ability to bring about such a change appears to be directly related to the leadership style/skills of the division chairperson in bringing about attitudinal changes in subordinates.

The leader who is most likely to succeed in making a smooth transition from one system to another would be one who is open, trusting, receptive to subordinate ideas, recognizes individual differences, and one who is results oriented. This person would be honest and unafraid to level with subordinates concerning personal philosophy. A positive approach by the division chairperson is also required to bring about change.

With respect to the process, it should be clearly identified and implemented gradually, step by step. Division chairpersons should assist subordinates in defining goals and in supporting efforts to achieve those goals. The process should also hold each person accountable for results rather than activities.

HUMANISTIC MANAGEMENT AND EVALUATION OF INSTRUCTION

by

Dr. Darrel A. Clowes
Virginia Polytechnic Institute and State University

The discussion moved through several different stages, although the focus was always upon humanistic evaluation. The first stage was an exploration of various areas within the evaluation process to better understand the constraints operating upon those involved in evaluation. The second stage was consideration of the impact of the technological world--the World of Golen as discussed by Hitt in his morning session--while the third stage was an exploration of various sources and their uses in evaluation. With these background areas explored if not exhausted, the fourth step was the identification of at least one model that incorporated many positive aspects of evaluation.

Three primary areas of the evaluation process were identified. First was the area of the college goals themselves as they became translated into management goals and, therefore, into constraints operating upon the managerial personnel who had to direct the evaluation process. As these management goals became performance measures, they became closely related to Hitt's view of the efficiency model applied to academic administration. A second area within the evaluation process encompassed efforts to evaluate faculty. Faculty evaluation is based on substantive criteria like teaching abilities, ability to develop curriculum materials, and the ability to evaluate learning but always within the context of the inherent strains of personality differences, differing academic demands, and concern for academic rites like keeping office hours, attending meetings, meeting classes on schedule and arranging for substitutes when absent, etc. The

third area of the evaluation process concerned faculty evaluating student learning. This area was seen as separate from but related to the preceding areas.

The major concern that emerged from the discussion of the various areas of the evaluation process was the need to understand that each level presented discrete problems that affected evaluation and that each area affected the other areas. This was particularly apparent as the college goals became translated into management goals and, therefore, into constraints upon the way the managers could evaluate their faculty. For example, if these constraints became requirements to increase FTE students, they could become factors in the evaluation of faculty in terms of their retention rates and of students as the application of academic standards to them might be influenced. A field of forces operates in a relationship that needs to be at least acknowledged to give a realistic assessment of the factors involved in evaluation and in the effort to make evaluation a humanistic enterprise.

In the morning session Hitt stressed the impact of technology or "Golen" upon the academic world. He saw modern technology leading us quickly towards an efficiency model for the management of academic institutions. This was an extension of the old Taylor model of efficiency taking its modern expression in management information systems and in measures of productivity that tend to give quantifiable indices or measures to the academic process. These quantifiable measures then become assessment tools to determine whether or not an institution is successful. This presumes that every institution must operate with a reasonable measure of efficiency in order to survive. A measure of efficiency would be a productivity unit (frequently in our case the FTE or full-time equivalent measure).

The point for humanistic evaluation is that both administrators and faculty must understand the dual demons they serve. On one hand they serve the efficiency model which requires turning out so many FTE each year in order to generate the funds necessary to pay salaries, warm buildings, and provide the materials and supplies needed for teaching. On the other hand, the traditions of academia, the desires of most humans, and the dictates of good management demand that a human relations model be followed which gives due weight to the human needs of each student and faculty member involved in the educational process. These two demons are in a constant tension, yet both must be served. This constant tension must be resolved into a creative tension which forces the institutions to function efficiently enough to use and benefit from the human relations model. This creative tension forces effective use of management information systems so that all know clearly for what goals they are managing and what indicators of success are appropriate. This requires that some indicators of success for human relations goals be established even though other goals might not have appropriate indicators of success. Always the need exists to know toward what goals administrators and faculty are managing, to know what resources are available, and to know how effectively these resources are invested to produce the humanistic enterprise we desire.

Within this enterprise of managing an academic institution, an evaluation process for the faculty and for the teaching-learning function is also mandatory in order to insure efficiency and survival of the organization. Five potential sources of evaluation were identified and related to either the efficiency or the human relations model to indicate the contribution that each source of evaluation could make to the total system. Student evaluation of faculty and peer evaluation of faculty were seen as two poten-

tial sources for human relations oriented input. However, neither source of evaluation data was used in most evaluation systems. Self evaluation is used to some extent; it serves the human relations model. Administrative evaluation is the most commonly used source of data; it can serve either the efficiency or human relations model depending upon the leadership style of the administrator. And product evaluation through follow-up studies for programs or criterion-referenced testing for courses was seen as an underused source of data serving the efficiency model. The discussion stressed the need for a system of evaluation that allowed a balance of inputs to better serve both masters as opposed to adopting either master as the "one true way" or leaving the source of data to the caprice of administrative style.

Given a system of evaluation, the question becomes evaluation for what purpose. The espoused goals of evaluation were identified: for decision-making, motivating, and controlling in the areas of curriculum, instruction and personnel. The usual situation was described as a random mix of objective and subjective factors which produced a stressful situation for the evaluator and the person evaluated. Indeed, can one evaluation system serve both for retention, promotion, and tenure areas and for improvement of instruction? And if one system can serve, what sources of data are appropriate? With the primary questions identified, the discussion moved to consider one model that attempted to reconcile the tensions discussed.

The Mutual Goal Setting Model for evaluation as used at the Downtown Campus of Miami Dade Community College was described and discussed. This model depends upon clearly developed campus and divisional/departmental goals in the systems model. At the individual faculty level, goals are negotiated between faculty member and administrator. The faculty goals serve

directly or indirectly to support divisional/departmental goals, and evaluation criteria are negotiated to assess achievement of these goals. The next twelve months provide opportunity for feedback and renegotiation. The effort is to blend efficiency goals and measures with human relation goals and measures to best serve the primary goal of improvement of instruction while linking personnel decisions to jointly developed mutual goals. In this model evaluation can be a humanistic enterprise geared to the improvement of instruction.

NOTES ON DISCUSSION WITH LOU BENDER

by

George Herbert
Graduate Assistant
VPI&SU

Community colleges are being controlled more and more by state control, including Virginia.

The state officials are beginning to realize that it is to their advantage to return more control to the local level.

"MIS" systems are still in the early stages of development. This in itself will require time to accumulate data and allow those in charge to get a real handle on the situation as it presently exists.

This problem then must be addressed in order to incorporate human aspects to objective development.

How will the standards of quality affect the community college staff?

Admission policies will require some form of testing to assess performance.

Faculty member is not annul to suit. They must be qualified and prepared to be subject to accountability.

Students are more interested in employment than they are in a certificate or degree.

Student centered observation of results is environment.

We may need to insure ourselves against malpractice suits.

Must be able to support through objectives in professional way just exactly what we plan to do prior to initiating a program.

In order for staff to become sensitive to the needs of the student

and community, in-service sessions are necessary, such as general discussion directed toward allowing the staff to communicate one to another to identify needed changes in program and objective development.

The unemployment picture in Education with 9.5% unemployed and being totally dependent upon sales tax has caused a belt tightening at the university and community college level.

Question: Is state tax more fair or equitable nationally?

Answer: You cannot make a broad generalization due to differences in states.

When you get to a large state, it is unequitable to depend upon property or sales tax to support education; it takes a broad base such as income tax to support programs.

There is a real need for all concerned to know where the institution is going. All persons function from their own perspective, each trying to do their part. However, their perspectives are so different that they do not realize how each affects the other.

Solution: In reference to program planning and objective development, we must address the problem from the point of view of all who are affected, including the student, faculty and administration.

The community colleges are going to have to press for constant renewal and updating, consistently looking for new markets both for their existence and the employment of their product--the student.

The institutions on the lower spectrum as to effectiveness usually have become dependent upon political states. This is an area of concern in the future. It relates directly to their financial base.

Legislators have been far more supportive of community colleges than legislators were during the land grant college development.

RECRUITMENT AND SELECTION OF TECHNICAL FACULTY

by

Dr. H. Randall Edwards
Dr. Douglas D. Warren
New River Community College

Dr. Edwards opened the discussion by presenting a hypothetical recruiting situation in which a well qualified candidate from industry was selected to fill a teaching vacancy in a technical program. The candidate was eager to accept the job, and the community college was fortunate to have found a man with his qualifications. Employment never became a reality, however, because the institution could not offer the candidate even half the salary which the industry (present employer) was paying.

The introductory remarks prompted a discussion which led to the concensus that inadequate salaries are often a problem when educators attempt to recruit technical instructors from industry. In most institutions, related occupational experience of two to ten years is one of the basic criteria used in selecting instructors. Many salary administration plans prohibit administrators from hiring the most desirable candidate. Although there may be some flexibility to determine salaries within ranges and to utilize unique criteria for technical faculty salaries, salary proposals often do not favorably compete with industrial salaries.

This flexibility in determining technical faculty salaries many times produces another type of salary problem within the institution. The experienced faculty member may discover that new faculty are employed at salaries equal to or above his own. The veteran faculty may consider this practice unjust. In some institutions, non-technical faculty may have legitimate concerns about equal pay for equal work. Technical program administrators

must be ready to deal with the question of why academic teachers get less pay than technical instructors for an equal amount of teaching even when the academic teachers possess greater academic credentials.

In deciding what new positions to create at an institution, administrative personnel must establish priorities and relate these priorities to the goals and objectives of the institution. Some type of internal needs evaluation process must be conducted to determine the greatest needs by subject area and category, i.e., generalist or specialist. Small schools often need someone with capabilities to teach in two or more specialized areas. The external element of industries' need for manpower must be evaluated and placed in proper perspective in identifying positions to be filled. Decisions may have to be reached as whether to continue a very popular program with no employment prospects or to create another program to meet employment demands.

The program development capability of an individual may be an important consideration in defining job qualifications for a new employee. A candidate with industrial experience, but with little or no teaching preparation, may have difficulty developing courses and programs. Likewise, a person with only academic credentials may have the same difficulty because of his lack of contact with the specific tasks and responsibilities of specialized jobs.

The consensus of the group discussion was that it is very risky to generalize whether industrial experience or education is most important in choosing a new faculty member. Each specific situation must be evaluated and explicit job requirements developed for each new position. The institution must then search for candidates who meet those requirements and eliminate those who do not.

The team approach to screening and selecting technical faculty seems to be a very productive and successful method. By involving several types of

individuals, including technical subject experts, an institution can reduce the risk of making a poor selection when hiring.

The utilization of adjunct faculty is another means of "screening/selecting" faculty when the institution possesses the capability of changing the employment status of adjunct faculty to full-time status. This practice enables both parties to examine each other on a trial basis. The approach is especially practical when a new program is being initiated.

Because of difficulties in recruiting highly qualified technical people, one of the conference participants suggested that most of the instructors of the future will be those who are already teaching. To keep these faculty current in their technical skills, a cooperative exchange program between schools and industries must be explored. By periodically cycling current instructors back into carefully selected industrial experiences, institutions can insure that its instructional programs will remain viable.

STAFF DEVELOPMENT

Michael B. McCall
Tidewater Community College
Virginia Beach Campus
Virginia Beach, Virginia

The staff in most community colleges come from a diverse array of backgrounds. Generally speaking, full-time faculty members at the community-junior college are relatively inexperienced. Approximately one-third have had five years or less teaching experience.

The proliferation of the community-junior college movement in the past few years has created a diverse staff which is a blend of former secondary teachers, former two year college faculty, students coming directly from graduate school and the remainder from industry, commerce or the military.

As enrollments in the mid-seventies began to stabilize, staffs have also stabilized. There are fewer opportunities for these personnel to move to other types of institutions, caused at least in part by declining enrollments at many four-year schools.

Community College administrators find themselves confronted with a new problem as this high stability of staff faces them. The problem now is how to maintain vitality and stimulation among the community college staff as little or no "new blood" is brought into the institution by new appointments. The problem of what to do in order to continually upgrade the staff is critical.

Staff development is becoming one of the most crucial and challenging issues facing community college educators. The low turnover of community college faculty coupled with a relatively inexperienced staff creates a need for increased emphasis on staff development for all community college staff members who serve the various types of students attending these institutions.

Community Colleges throughout the United States provide in various ways some form of staff development, but there are very few comprehensive, formal staff development programs in existence which operate on a year-round basis.

It is predicted that by 1985, 90% of the Community College faculty will be from other community colleges. At the present time, however, the faculty consists of a wide array of people with various backgrounds.

Studies have been done to determine the extent to which there exists both formal and informal staff development programs in community colleges throughout the United States. It was felt that very little formal organization has been done in staff development as institutions may have one pre-service workshop per year and this is the extent to which they participate in any form of organized staff development.

Approximately 20% of the public two-year colleges have a formalized staff development plan and almost all schools participate with some form of staff development.

Advantages of having some form of written staff development are:

1. provides for direction and leadership
2. involves all people necessary
3. defines various means of staff development
4. provides a more extensive program
5. provides opportunities for involvement of part time faculty
6. more effective
7. more comprehensive
8. more efficient with budget allocated

An important point to consider in any type of program is the funding of that program. One might logically think that institutions with formal written staff development plans would spend more money per full-time faculty member than those schools without formal plans because of the implied commitment to staff development that the adoption of a plan signifies. To the contrary, schools with plans spent less money and yet offered more comprehensive programs. This will not surprise the advocate of planning for good planning purportedly assists the manager in assets management, maximum utilization of resources and cost effectiveness.

It was felt that institutions with formal staff development plans:

1. allocate less money in terms of the instructional budget than schools without a formal plan,

2. spend less money per full-time faculty member for staff development than those schools without a formal plan,

3. include staff development as a line item in the college budget,

4. provide more comprehensive staff development opportunities than schools without plans, especially for part-time faculty.

There are many types of activities which can be classified as staff development. The following is not an exclusive list but a suggestion to the many types of activities that do exist.

1. institutes (summer and year-long)
2. seminars
3. workshops
4. formal study
5. work experience
6. institutional visitation

7. educational travel
8. staff development Resource Center
9. consultants
10. faculty meetings
11. classroom visitation
12. conferences and conventions
13. staff retreats
14. encounter group
15. professional meetings
16. visitations to other community colleges
17. in-house seminars
18. professional reading
19. apprenticeship programs
20. pre-service workshops
21. open lab workshops
22. tuition payment
23. leaves of absence with and without pay
24. mini-workshops
25. open discussion of critical issues

As plans are developed to initiate staff development, there are many problems one must overcome. Among these problems is attitude of all the people who will be involved in staff development. If the staff (faculty, administrators, and support) are being required to participate, then they must be involved in the initial planning and development stages of the program. Where and who the initiation of the program starts from is incidental to the fact that it is nec-

essary to get the endorsement and support of the faculty, the administration and the support staff.

As a result of the discussion, the group was mutually agreeable that the key to the success of a staff development program is that it must be a written formal plan and supported by the people involved.

STAFF DEVELOPMENT FOR THE PART-TIME FACULTY

Robert J. Grymes Jr.
J. Sargeant Reynolds Community College

The utilization of adjunct faculty members by institutions involved in post-secondary education has increased greatly in recent years, especially in institutions heavily oriented toward occupational-technical programs. With the rapid advancement of the community college movement during the past decade and the great increases in the numbers of adult students, there has been a corresponding need for more instructors. Often, this need can be satisfied only through the use of part-time instructors.

The individuals who serve as adjunct faculty members teach a wide variety of courses and represent various segments of the population. Some are teachers at other educational institutions, some are practitioners in business and industry, while others are housewives, retired persons, etc. Therein lie some of the challenges and causes of concern.

One of the most often stated criticisms of the utilization of part-time instructors is that as outstanding as such individuals may be in their own fields, they are not trained teachers. This is generally true. Most part-time instructors are contracted for their professional competencies, not their pedigogical training. This makes it incumbent upon an institution to provide adequate orientation, in-service, and faculty development opportunities for them.

Needs

The need for such opportunities are numerous:

1. Instructors without pedigogical training need to be aware of and develop the techniques and methodologies of effective teaching.

   Many part-time instructors are contracted because they possess specific skills and competencies and are recruited directly from business and industry. Generally, they have not taught previously and their degrees, if they hold them, are in majors other than education. Few have taken any education courses. It is imperative that such individuals receive exposure to and instruction in the techniques and methods considered to be conducive to effective teaching.

2. Instructors whose formal pedigogical training is in the areas of elementary and secondary education need to be aware of the particular learning characteristics and needs of adult students.

   Adult students possess unique learning characteristics and have different needs and concerns than do young children, adolescents, or teenagers. Educators trained to teach in elementary and secondary schools need to learn the techniques and methods of relating effectively to adult students. Those who teach evening classes need to be cognizant of the special problems experienced by students who attend classes after completing a full day's work.

3. All instructors, regardless of professional preparation and background need to be continually introduced to the latest educational innovations and developments.

   Education is an ever-changing profession with innovations constantly being introduced to meet new needs and objectives.

Every instructor needs to be involved in on-going training and development programs which assure the maintenance of recency and the acquisition of new skills and knowledge.

4. Instructors not familiar with the Community College movement need to be introduced to the philosophy and development the two-year institutions.

   Community colleges differ considerably from public schools and four-year colleges and universities. It is important that those who teach in community colleges understand the differences and be aware and supportive of the philosophies of "open door admissions," "community-based instruction," "expanding educational opportunities," "new students," and a strong commitment to occupational-technical programs.

5. Instructors need to be knowledgeable about the college's missions, goals, programs, and procedures.

   In many instances an adjunct faculty member is a student's only contact with the college. It is important, therefore, for the part-time instructor to have a thorough knowledge of the institution. Such knowledge is necessary before the instructor can be an effective, viable, and integral part of the institution's instructional staff.

6. Instructors must have an awareness of and the ability to meet the particular educational needs of all students enrolled in the institution.

   Community colleges have provided extended educational opportunities to students who have previously been denied or were otherwise unable to pursue post-secondary instruction and

training. As the number of such students rises it is of vital importance that faculty members become increasingly aware of their unique learning patterns and educational needs. If the "open door" is not to become a "revolving door," instructors, part-time and full-time, must possess the talents and skills necessary to successfully respond to and provide for the needs of minority and culturally disadvantaged students.

Clearly, the need for a meaningful training program for adjunct faculty is acute.

Limitations

In light of the large numbers of part-time instructors being utilized throughout the United States, there appears to be surprisingly few attempts to provide training for them. A rather extensive research effort has failed to discover a single in depth, on-going, in-service training program for adjunct faculty members. The most ambitious programs consist of little more than a brief orientation session at the beginning of the academic term and, perhaps, a handbook.

The reasons for this are understandable when the unique challenges which are inherent in the utilization of adjunct faculty members are considered.

One involves the fact that adjunct faculty members are often unavailable or inaccessible to the institution and its students. Most part-time instructors are primarily employed with organizations or institutions other than the college. Their initial and major commitment, obligations of time and effort, and even loyalty, are directed to that source. This situation creates both communications and logistic difficulties which any realistic adjunct faculty training program must recognize and consider.

Another element which must be given serious consideration is the fact that much of the adjunct faculty staff changes from academic term to academic term. Many classes are scheduled only occasionally or only if there is sufficient student interest. This faculty mobility makes it difficult, often impossible, to provide all instructors with all of the training they may need and somewhat diminishes the value of establishing a single year-long program.

Such factors would behoove an institution to plan several individual programs -- programs which will be of benefit to those who are available to attend only one session, as well as those who will participate in all sessions. The assumption is that the greatest need for training rests with newly contracted instructors. It would appear, therefore, to be of best advantage to repeat the sessions each year rather than to develop new programs annually. In any event, the only viable adjunct faculty training program will be the one which realizes the existence of these limitations.

Elements

An effective training and development program for part-time instructors must include a number and variety of elements. Some will incorporate opportunities in which the entire adjunct faculty can participate, while others will necessitate small group or even individual sessions. There should be seminars and workshops which feature the expertise of visiting consultants, as well as those which benefit from the experience and talents of local and institutional representatives. The common thread which must prevail throughout the entire effort is that the adjunct faculty members must be afforded opportunities to grow professionally and become an active, integral part of the planning and implementation of the institution's instructional program. A maximum of

coordination and cooperation between part-time and full-time faculty must be incorporated and channels of communication between all instructors, their respective supervisors, and the institution, must be open and effective.

During the conduct of the adjunct faculty training program, a number of elements should be considered. Several could be implemented within a relatively short time-frame utilizing the institutions' existing structure, personnel, and resources. Included would be:

1. Orientation should begin during the job interview with a prospective instructor.

   In far too many instances, the only orientation an adjunct instructor receives is the title and a brief description of the course, the location of the classroom, the name of the textbook, and, if he or she is fortunate, a copy of the course syllabus. Properly conducted, the interview could serve to relate the philosophies of the institution, describe the nature of the student constituency, explain the mission, goals, and objectives of the instructional program, and introduce certain rules, regulations, and procedures. The session could and should be an important orientation tool.

2. An institution-wide Adjunct Faculty Training Committee should be established.

   A standing committee should be established to review, plan, establish, implement, evaluate, and revise orientation and training opportunities for adjunct faculty members. The committee should constitute an on-going function and should form sub-committees to develop and implement the various elements of the total adjunct faculty training program.

3. Adjunct faculty members should be included in all institutional in-service programs.

Notices should routinely be sent to all adjunct faculty members informing them of in-service training programs being conducted by the institution and inviting them to attend and participate. Most such programs would be of great benefit to adjunct faculty and many would welcome the opportunity to be involved. This is a very worthwhile aspect of adjunct faculty development which is being ignored by most institutions.

4. Adjunct faculty members should be invited to attend faculty meetings.

An excellent way in which to involve adjunct faculty members in the instructional process to a greater extent is to invite them to participate in faculty meetings. Allowing them to view how and why instructional decisions are made and providing them opportunities to meet with full-time faculty members would be of considerable advantage.

5. A monthly bulletin for adjunct faculty members should be printed and distributed.

A major concern of part-time instructors is that they do not feel that they are a part of the institutional family and are generally unaware of the events which occur on campus. Providing them with a monthly bulletin containing items of interest and concern would help alleviate this concern. Instituting the bulletin would constitute a relatively small investment of money, time, or effort and should reap the substantial benefits of having a more knowledgeable instructional staff.

Other elements would require considerable time and effort for proper planning and implementation. They would necessitate the reallocation of resources and personnel. Such elements would include:

6. <u>There should be a complete assessment of the training needs of adjunct faculty members and an evaluation of their performance and effectiveness</u>.

   Before a comprehensive training program for adjunct faculty is developed, a thorough needs assessment should be conducted. A substantial research and review of all pertinent literature should be followed by the development, administration, and analysis of opinionnaires constructed to determine the needs, attitudes, and perceptions of adjunct faculty, full-time faculty, students, and supervisors. Upon determination of the training needs of adjunct faculty members, appropriate programs and elements can be developed and established. Equally as important is the necessity for a valid and reliable evaluation of the effectiveness of the instruction presented by adjunct faculty members. Such evaluations should be utilized for the improvement of instruction and should be conducted for the primary benefit of the instructor. Upon completion of the evaluation process, supervisors should meet with the adjunct instructors to discuss strengths, weaknesses, and training needs.

7. <u>A general orientation program, involving all adjunct faculty members, should be developed</u>.

   A general orientation program for adjunct faculty members

should be presented each quarter. The program should include a brief, two-to-three hour session on a single evening, and be designed to familiarize the part-time instructors with the college's policies, procedures, and support services. An opportunity should also be provided for adjunct faculty members to meet with supervisors and full-time faculty members.

In addition, the program should incorporate sessions involving instruction on teaching techniques and methodology. The institution's faculty and staff could provide training on such topics as: adult learning strategies, the needs of minority students, and individualized instruction.

Given the fact that most part-time instructors are primarily employed elsewhere, attendance and participation in these sessions should be strongly encouraged, but not made mandatory. A stipend or some other form of remuneration should be awarded each participant.

8. An on-going, in-service training program for adjunct faculty members should be instituted.

While the orientation program should improve the general knowledge of adjunct instructors, most could also benefit from a more extensive training program. It would be difficult to involve part-time instructors in weekly or monthly meetings, but a series of in-service sessions conducted on a quarterly basis would be worthwhile. Most adjunct faculty members are highly motivated and would probably welcome opportunities to

increase their competency as instructors. Outside consultants, as well as institutional personnel, could be utilized to conduct intensive instructional sessions on topic areas of interest and need. Forums could be conducted on teaching strategies, methods, and techniques (adult learning characteristics and instructional methodology); student motivation, involvement, and participation; planning and organization of instruction (preparation of lesson plans and the use of educational and community resources); writing instructional objectives and course outlines; use of instructional and audio-visual devices; and evaluation of students and instruction.

9. An Adjunct Faculty Handbook should be developed, printed, and distributed to all part-time instructors.

   A handbook should be prepared and distributed to all adjunct faculty members. The handbook, which might incorporate the policies, regulations, and procedures of the institution, as well as general information concerning support services and available assistance, should be evaluated each term and revised as necessary.

Summary Statements

The orientation and in-service training of adjunct faculty members is one of the most neglected aspects of an institution's faculty development program. Few institutions provide any consideration at all and, of those which do, most conduct little more than brief orientation sessions at the beginning of an academic term. There can be little doubt that this lack of concern and effort constitutes an educationally unhealthy situation.

The program briefly described above marks an attempt to diminish some of the concerns which arise from the contracting of part-time instructors

by making each a more knowledgeable and aware member of the institution's instructional staff. It is realized that what has been discussed represents neither a utopian situation nor a panacea for all problems. It is, however, an attempt to reach a level of parity between part-time instructors and full-time faculty members, and to provide improved instruction to a considerable portion of an institution's student population.

Several of the elements could be initiated immediately with relatively little effort or expenditure of resources, as could the planning for the other aspects of the staff development program. Some form of remuneration for the adjunct faculty members who participate should be provided and would appear to be essential for the program to be of maximum effectiveness. Few colleges budget for such a provision, but adequate expenditures must be allotted if viable in-service training is to be provided. As funds become less available, more attention should be directed toward external (federal or foundation) sources.

In order for any educational institution to carry out its mission and provide meaningful educational opportunities to its citizens, a mission which demands that all citizens be involved and that all communities be included, considerable numbers of adjunct faculty members must be contracted. It is the institution's responsibility to insure that those faculty members be fully qualified to present the instructional programs needed and to provide the part-time instructors with opportunities for professional growth and development.

INNOVATIVE RESOURCES FOR STAFF DEVELOPMENT

by

Dr. James L. Hoerner
Virginia Polytechnic Institute and State University

If we are going to maintain the kind of instruction necessary in our occupational-technical programs, it is imperative that we seek qualified instructors through many innovative sources.

The finding of qualified instructors is one half of the problem. The second half of the problem is helping them remain qualified or identifying plans of recruitment that results in up-to-date instructors in the occupational programs at all times.

The following discussion addresses this two-fold problem. First, innovative sources for occupational instructors are discussed. Secondly, sources for maintenance and renewal of qualified instructors are expounded upon.

There are several sources, in addition to those presently being used, not as yet being tapped.

Sources for Qualified Instructors

Business/Industry:

The most common source for occupational-technical instructors seems to be directly from business or industry. There is an endless supply of instructors available in the occupational ranks which our post-secondary programs serve. The biggest problem here is selection

first, and second helping them learn the pedogogical skills necessary to be good instructors. Both of these problems seem to be handled reasonably well for the present.

A number of persons in business/industry seem to have an interest as well as a flair for teaching, so usually become quite interested once they are aware of an instructional position.

Secondary Vocational Teachers:

A second source quite commonly used for post-secondary occupational instructors is the ranks of high school vocational teachers. Many of these individuals are very interested in teaching at the community college or post-secondary level.

While many of them are qualified, precaution should be taken for several reasons. First, they frequently do not have the occupational knowledge and experience that is required at the post-secondary level. Secondly, they are accustomed to working with high school students and frequently their approaches, strategies, etc., are not appropriate for older adults without some real change. This, however, is a viable source for instructors and should continue to be used.

Military:

Over the years, many successful occupational-technical instructors have come from the various military services. Many of them did teaching in the service and had instructional training as a part of their duty assignment. For the most part, they also worked with the same age group as we find at our community colleges and post-secondary

institutions. We should continue to use this source whenever appropriate for qualified instructors.

Industry/Education co-op Teaching:

The plan of sharing teachers with industry is perhaps quite innovative and has not been used to any great extent. We do, however, have occupational people working full-time in industry during the day and teaching a class at night.

The plan being suggested, however, is one where the individual has a shared contract between industry and education where he or she is working in business/industry perhaps in the morning and teaching in the afternoon. Two individuals could hold down one job in industry and one teaching assignment. While there are a few problems regarding salary benefits, insurance, etc., these things are not insurmountable problems.

The greatest benefit to this plan is that we always have up-to-date teachers in our programs.

Exchange Teacher Program:

Another plan somewhat similar to the co-op teacher plan is to have a rotational plan with certain industries whereby an individual teaches for one year and then returns to industry for one year, or some comparable arrangement. Again, the salary benefits would need to be arranged. However, these problems surely are solvable. This plan has again the benefit of always having up-to-date instruction in the occupational programs.

Semi-Retired or Retired Ranks:

Every year thousands of outstanding experts are forced to leave the business/industry ranks because of mandatory retirement. Many of these individuals are outstanding in their occupation and wish to remain active. They very well could be one of our greatest sources for outstanding post-secondary instructors. They have a wealth of knowledge and expertise to share.

Most of them, however, will not want to teach a full load, but very much would like to teach one or two classes so they could remain active.

With appropriate selection procedures, the recently retired ranks can provide us with outstanding instructors.

As we continue to search for qualified post-secondary occupational instructors, the above discussed sources should all be considered.

Inservice Renewal for Occupational Instructors

One of the major problems faced in occupational education at the post-secondary level is that of keeping occupational technical instructors up-to-date in the trade or occupation. This discussion addresses the various ways strategies and techniques that might be appropriate for helping our instructors keep abreast with the latest technology.

Summer Employment:

One of the best ways for an occupational technical instructor to keep recent with his or her occupation is to return to business

or industry each summer and be employed in the occupation for a couple of months. With the tightening of employment, however, this is not always possible. In addition, not all occupations have available positions in the summer.

Also, employment where the person only does one or two special tasks will not always bring the person up-to-date in the general knowledge of the total occupation.

Institutions need to develop a plan where there is some compensation to return to industry whereby credit at least can be earned for the activities participated in.

Periodic Visitation to Business/Industry:

Another approach to up-date might be to have time off one or two days a term to spend in business or industry. This could be done during non-school days or released time days, etc. The prime purpose here would be to observe and talk with workers in the field to learn of the latest technology.

Co-op and Rotational Plan:

As discussed earlier, the co-op teacher and rotational teacher plans both lend themselves to good techniques for staying abreast with the occupation. Educational systems should explore these techniques as viable approaches to keep occupational recency in occupational instruction.

Advisory Committee Input:

One way to keep up-to-date curricula in our occupational programs is to make frequent use of advisory committees. Advisory committees

should be in constant review of program curricula. Through this process our programs of study can remain up-to-date. Also, advisory committee members can keep the instructor up-to-date as to the latest changes in the occupation and where they can observe and find out about the most recent technological changes and developments.

Instructor Exchange of Knowledge:

Many of our occupational technical programs could be improved if the instructors of a given occupation throughout the state or region got together and exchanged ideas. This process would allow them to help one another through sharing of knowledge, materials, techniques, and experiences.

This, however, requires administrative arrangement and support whereby all of the instructors in a given program area can be released for a conference or meeting session.

Business/Industry Resource Persons:

Another way to further assure up-to-date instruction in our occupational programs is to make wide use of resource persons from business and industry. Selected individuals brought into the classroom or laboratories of our occupational technical programs can present the latest knowledge, skill or techniques used in business and industry.

Trade and Professional Membership:

Our occupational instructors should maintain membership in their respective occupational trade or professional organizations. Through

such membership, they continue occupational contact and relationships that are vital. In addition, any journal or literature published through the occupation will be available for them which also serves as a means of keeping abreast with the latest occupational developments.

The above discussed strategies and techniques are several of the approaches that should be in use by our community colleges and post-secondary institutions to keep up-to-date instruction in our occupational technical programs.

APPENDICES

APPENDIX A

Fourth Annual
New Horizons in Community College
Occupational-Technical Education Conference
October 31, November 1 & 2, 1976

CONFERENCE THEME
"Challenges of the Future in Postsecondary
Occupational Education"

CONFERENCE PROGRAM

Sunday, October 31, 1976

5:00-6:30 Registration

7:00-9:30 First Session--Banquet

Presiding
Dr. Daniel E. Vogler, Director
Division of Vocational and Technical Education
VPI&SU

Invocation
Dr. Samuel D. Morgan, Director
EPDA Leadership Development Project
VPI&SU

Welcome
Dr. Wayne Worner, Acting Dean
College of Education
VPI&SU

Mr. John C. Gordon, Chairman
Virginia State Advisory Council on Vocational Education

Conference Overview
Dr. Daniel E. Vogler

Introduction of Speaker
Dr. James L. Hoerner, Coordinator
Postsecondary Occupational-Technical Programs
VPI&SU

Presentation
"New Directions for Post-Secondary Education"
Dr. Ervin Harlacher, Chancellor
Metropolitan Community Colleges
Kansas City, Missouri

Monday, November 1, 1976

9:00-10:15 Second Session
Presiding
Dr. James L. Hoerner

Introduction of Speaker
Dr. Samuel D. Morgan

Presentation
"A Humanistic Model of Educational Management for Postsecondary Education"
Dr. Bill Hitt, Director
Center for Improved Education
Battelle
Columbus, Ohio

10:15-10:45 Coffee Break

10:45-11:45 Discussion Groups
Conference Room A
Topic: *"Discussion With Speaker"*
Group Leader
Dr. Bill Hitt
Recorder
Margaret Berry
EPDA Fellow, VPI&SU
Conference Room B
Topic: *"Humanistic Management and MBO"*
Group Leader
Dr. Loyd Andrew, Associate Professor
Administrative and Educational Services, VPI&SU
Recorder
Edward A. Forman
EPDA Fellow, VPI&SU

Conference Room C
Topic: *"Humanistic Management and the Role of the Division Chairperson"*
Group Leader
Dr. Edwin L. Barnes, Chairman of Division
Business and Public Service Technology
New River Community College
Dublin, Virginia
Recorder
Margaret Shepard
Higher Education Intern, VPI&SU

Conference Room F
Topic: *"Humanistic Management and Evaluation of Instruction"*
Group Leader
Dr. Darrel Clowes, Associate Dean for Instruction
Miami Dade Community College
Miami, Florida
Recorder
Richard A. Arnaud
EPDA Fellow, VPI&SU

Conference Room G
Topic: *"Humanistic Management and State Coordination and Control"*
Group Leader
Dr. Bud Burnette, President
J. Sargeant Reynolds Community College
Richmond, Virginia
Recorder
George Herbert
Instructor, VPI&SU

11:45-1:30 Lunch

1:30-2:45 Third Session

Presiding
Dr. Charles A. Atwell, Division Director
Curriculum and Instruction
VPI&SU

Presentation
"Who Will Do the Teaching"
Dr. Louis Bender, Professor
Higher Education
Florida State University
Tallahassee, Florida

2:45-3:15 Coffee Break

3:15-4:45 Discussion Groups

Conference Room A

Topic: *"Discussion with Speaker"*

Group Leader

Dr. Louis Bender

Recorder

George Herbert

Instructor, VPI&SU

Conference Room B

Topic: *"Recruitment and Selection of Technical Faculty"*

Group Leader

Dr. H. Randall Edwards, President

New River Community College

Dublin, Virginia

Recorder

William G. Wyatt

EPDA Fellow, VPI&SU

Conference Room C

Topic: *"Inservice Programs for Staff Development"*

Group Leader

Michael B. McCall, Division Chairman

Natural Science and Mathematics

Tidewater Community College

Virginia Beach, Virginia

Recorder

Edward A. Forman

EPDA Fellow, VPI&SU

Conference Room F

Topic: *"Staff Development Programs for Part-time Faculty"*

Group Leader

Robert J. Grymes, Jr., Acting Provost

J. Sargeant Reynolds Community College

Richmond, Virginia

Recorder

David Lee Nelson

Graduate Research Assistant, VPI&SU

Conference Room G

Topic: *"Innovative Resources for Staff Development"*

Group Leader

Dr. James L. Hoerner

Recorder

Margaret Berry

EPDA Fellow, VPI&SU

5:30-6:30 Wine and Cheese Reception

7:00-9:00 Fourth Session--Dinner

Presiding
Dr. W. Robert Sullins
Community College Program Area Leader
VPI&SU

Invocation
Mr. George S. Orr, Research and Evaluation Consultant
Virginia Advisory Council on Vocational Education

Welcome
Dr. John D. Wilson
Vice President for Academic Affairs
VPI&SU

Introduction of Speaker
Dr. Robert Sullins

Presentation
"Where Do We Go From Here"
Dr. Joseph P. Cosand, Director
Center for Study of Higher Education
University of Michigan
Ann Arbor, Michigan

Tuesday, November 2, 1976

9:00-10:00 Fifth Session

Presiding
Dr. W. Robert Sullins
Community College Program Area Leader
VPI&SU

Presentation
"The Challenges of the Future"
Dr. Dana Hamel, Chancellor
Virginia Community College System

10:00-10:45 Large Group Question and Answer Period

10:45-11:00 Conference Summary and Evaluation
Dr. James L. Hoerner

11:00 Conference Adjournment

CONFERENCE ADVISORY COMMITTEE

Dr. Edwin L. Barnes
Chairman, Division of Business and Public Service Technology
New River Community College
Dublin, Virginia

Dr. Rufus Beamer
Executive Director
State Advisory Council on Vocational Education
Virginia Polytechnic Insttitute and State University

Mr. Don Galbreaith
Acting Director, Educational Programs
Virginia Department of Community Colleges

Dr. James L. Hoerner, Chairman
Coordinator of Post-Secondary
Occupational-Technical Programs
Virginia Polytechnic Institute and State University

Dr. Samuel D. Morgan
Director
EPDA Leadership Development Project
Virginia Polytechnic Institute and State University

Mr. Edwin B. Morse, Jr.
Administrative Intern
Community College Program Area
Virginia Polytechnic Institute and State University

Mr. Joseph Lenn Nelson
Graduate Research Assistant
Community College Program Area
Virginia Polytechnic Institute and State University

Mr. George Orr
Research and Evaluation Consultant
State Advisory Council on Vocational Education
Virginia Polytechnic Institute and State University

Dr. W. Robert Sullins
Community College Program Area Leader
Virginia Polytechnic Institute and State University

APPENDIX B

CONFERENCE PARTICIPANTS

Perry R. Adams
P. O. Box 737
Franklin, VA 23851
Paul D. Camp C. C.

Myrtle Hope Austin
Route 4, Box 173-A
Boone, NC 28607
Appalachian State University

Edwin Lewis Barnes
Route 2, Box 209-H
Radford, VA 24141
New River C. C.

Roger W. Beeler
Central Va. Comm. Coll.
Lynchburg, VA 24502

Ketherine K. Blair
1044 S. Ironwood Road
Sterling, VA 22170
North Va. C. C.

Holland E. Boaz
John H. Daniel Campus
Southside Va. C. C.
Keysville, VA 23974

Charles W. Branch
4501 Amnicola Highway
Chattanooga, TN 37406
Chattanooga St. Tech. C. C.

William P. Briley
P. O. Box 318, Rappahannock C. C.
Warsaw, VA 22572

Joseph E. Bunn
202 South Woodward
Tallahassee, FL 32306
Florida State Univ.

Thomas R. Burke
Drawer 700
Big Stone Gap, VA 24219
Mountain Empire C. C.

Stanton C. Calvert
P. O. Box 12788, Capitol Station
Austin, Texas 78711
Texas Coll. & Univ System

Edith H. Carter
New River C. C.
Drawer 1127
Dublin, VA 24084

Barbara S. Caul
1651 E. Parham Road
Richmond, VA 23228
J. S. Reynolds C. C.

Ronald E. Chaffin
Drawer 1127
New River C. C.
Dublin, VA 24084

Diana Hunter Clary
1009 Banner Avenue
Danville, VA 24541
Danville C. C.

D. Kay Collins
1651 E. Parham Road
Richmond, VA 23228
J. S. Reynolds C. C.

Anna Ray Colyer
1651 E. Parham Road
Richmond, VA 23228
J. S. Reynolds C. C.

LlLand Ross Cooper
525 Pinnacle Drive
Boone, NC 28607
Appalachian St. Univ.

Tom Cottingham
Appalachian St. Univ.
Boone, NC 28608

Earl C. Currin, Jr.
Southside Virginia C. C.
Keysville, VA 23947

Jan Cutler
Southside Virginia C. C.
Keysville, VA 23947

Charles C. Dean
Route 2, Box 660
Radford, VA 24141
New River Comm. Coll.

William M. Dixon
1000 East Main Street
Wytheville, VA 24382
Wytheville C. C.

Dan Edwards
John H. Daniels Campus
Keysville, VA 23947
Southside Virginia C. C.

H. Randall Edwards
Drawer 1127
Dublin, VA 24084
New River C. C.

Walter Edwards
John H. Daniels Campus
Keysville, VA 23947
Southside Virginia C. C.

Frederic R. Fralick
Central Virginia C. C.
Lynchburg, VA 24502

Don W. Galbreaith
P. O. Box 1558
Richmond, VA 23212
Dept. of Comm. Coll.

Richard C. Gossweiler
Route 6, Box 1-A
Charlottesville, VA 22901
Piedmont Virginia C. C.

Marthalyn M. Greer
Box 828
Abingdon, VA 24210
Virginia Highlands C. C.

John E. Griffin
211 Race Course Street
Ashland, VA 23005
J. S. Reynolds C. C.

Elizabeth S. Grizzard
6901 Sudley Road
Manassas, VA 22110
Northern Virginia C. C.

Richard N. Gwinn
1201 Crescent Road
Charleston, WV 25302
W. Va. State College

Ralph Goodman Hall
115 Blanwood Drive
Boone, NC 28607
Appalachian State Univ.

James B. Herndon, Jr.
1651 E. Parham Road
Richmond, VA 23228
J. S. Reynolds C. C.

James P. Hill, Jr.
Route 6, Box 1-A
Charlottesville, VA 22901
Piedmont Virginia C. C.

Betty F. Hines
Drawer 1127
Dublin, VA 24084
New River C. C.

Bob T. Holland
P. O. Box 12084
Richmond, VA 23241
J. S. Reynolds C. C.

Norene Holston
Wytheville Community College
Wytheville, VA 24382

Baxter M. Hood
York Tech. College
Rock Hill, SC 29730

R. A. Horne
Chesapeake College
Wye Mills, MD 21679

Wilfred B. Howsmon, Jr.
6901 Sudley Road
Manassas, VA 22110
Northern Virginia C. C.

Twyla G. Irwin
South Campus
Rappahannock C. C.
Glenns, VA 23149

Opey D. Jeanes
12141 Winfree Street
Chester, VA 23831
John Tyler C. C.

William Jennings
1000 East Main Street
Wytheville, VA 24382
Wytheville C. C.

Brent J. Johnson
State Treas. Bldg. Rm. 307
Annapolis, MD 21404
St. Brd. for C. C.

Brent Joyce
Drawer 700
Big Stone Gap, VA 24219
Mountain Empire C. C.

Del S. Karlsen
Virginia Beach Campus
Virginia Beach, VA 23703
Tidewater C. C.

George R. Kinsler
6305 South Circle
Madison, WI 53716
Wisc. Voc. Ed.

Louis Kinum
Drawer 700
Big Stone Gap, VA 24219
Mountain Empire C. C.

Earl D. Kocher
Drawer 700
Big Stone Gap, VA 24219
Mountain Empire C. C.

Harry T. Kolendranos
1009 Banner Avenue
Danville, VA 24541
Danville C. C.

Gary T. Laing
1000 East Main Street
Wytheville, VA 24382
Wytheville C. C.

Frank Lauderdale
Central Virginia C. C.
Lynchburg, VA

Laurence V. Lauth
Wytheville C. C.
Wytheville, VA 24382

Wallace L. Lemons
P. O. Box 318
Warsaw, VA 22572
Rappahannock C. C.

Marvin E. Leslie, Jr.
P. O. Drawer 1128
Abingdon, VA 24210
Wash. Co. Skill Center

Daniel Lyons
2300-K Terrace View
Blacksburg, VA 24060
VPI & SU

Betty Jo Maghan
Rockingham C. C.
Wentworth, NC 27375

Allen D. Mason
Southside Virginia C. C.
Keysville, VA 23947

Clarence C. Mays, Jr.
2123 Pelham Drive, S. E.
Roanoke, VA 24018
Virginia Western C. C.

Charles Forrest McKay
Piedmont Virginia C. C.
Charlottesville, VA 22901
Piedmont C. C.

Margaret Murray Mead
Dabney S. Lancaster C. C.
Clifton Forge, VA 24422

Paul R. Meosky
P. O. Box 12084
Richmond, VA 23241
J. S. Reynolds C. C.

George Robert Merrill
Route 2, Box 730-A
Morganton, NC 28655
ASU

Eric R. Mills
Univ. Marion Bldg. Rm. 1508
Jacksonville, FL 32202
Florida Jr. College at Jacksonville

Jacquelyn Modry
8333 Little River Turnpike
Annandale, VA 22003
Northern Virginia C. C.

Charlotte J. Moore
Drawer 700
Big Stone Gap, VA 24219
Mountain Empire C. C.

Paul Morrison, Jr.
P. O. Box 4098
Lynchburg, VA 24502
Central Virginia C. C.

Boyd E. Motley
1009 Banner Avenue
Danville, VA 24541
Danville C. C.

Maryelee F. Newman
Appalachian State Univ.
Boone, NC 28607
ASU

F. W. Nicholas
P. O. Box 12084
Richmond, VA 23241
J. S. Reynolds C. C.

Lowell T. Overby
7 North Street
Richmond, VA 23212
Dept. of C. C.

Dorothy H. Peters
Route 1, Box 10-B
Scottsville, VA 24590
Piedmont Virginia C. C.

Hugh B. Phelps
P. O. Box 4195
Roanoke, VA 24015
Virginia Western C. C.

James Albert Price, Jr.
9132 Oakland Circle
Lynchburg, VA 24502

Russell Prill
Sutton Apt. 318-B
Collingwood, NJ 08107
Temple University

Terry Riddle
P. O. Box 12084
Richmond, VA 23241
J. S. Reynolds C. C.

Herbert Robinson
4501 Amnicola Highway
Chattanooga, TN 37406
Chattanooga State Tech. C. C.

George D. Rogers
1009 Banner Avenue
Danville, VA 24541
Danville C. C.

David L. Schumacher
P. O. Box 428
Manassas, VA 22110
Northern Virginia C. C.

R. W. Search
Route 6, Box 1-A
Charlottesville, VA 22901
Piedmont Virginia C. C.

George S. Shelton
Dabney S. Lancaster C. C.
Clifton Forge, VA 24460

John W. Shocklee
3600 Applewood Road
Richmond, VA 23234
John Tyler C. C.

George T. Singer
Rappahannock C. C.
Glenns, VA 23175

Madelyn Singer
P. O. Box 4195
Roanoke, VA 24015
Virginia Western C. C.

Robert E. Singleton
Dabney S. Lancaster C. C.
Clifton Forge, VA 24422

Peggy Reed Smethers
Dabney S. Lancaster C. C.
Clifton Forge, VA 24422

Irene O. Southall
713 Chestnut Avenue
Waynesboro, VA 22980

Larry Gene Stanley
3608 Deerfield Drive
Suffolk, VA 23435
Tidewater C. C.

Thomas Edward Steeneck
Rappahannock C. C.
Glenns, VA 23149

Eric H. Steentofte
1700 College Crescent
Virginia Beach, VA 23456

William C. Strasser
51 Manakee Street
Rockville, MD 20850
Montgomery College

Curtis Wayne Sutherland, Jr.
Wytheville Community College
Wytheville, VA 24382

E. Lynn Suydam
P. O. Box 318
Warsaw, VA 22752
Rappahannock C. C.

Robert Swanson
7 North 8th Street, P. O. Box 1558
Richmond, VA 23212
Virginia Dept. of C. C.

Robert G. Templin, Jr.
Center for Higher Education
Ruffner Hall
University of Virginia
Charlottesville, VA 22903

Wesley R. Thompson
408 Gotham Road
Virginia Beach, VA 23452
Tidewater C. C.

Marie D. Tyler
714 Rolamd Drive
Norfolk, VA 23509
TNCC

G. E. Tyler
4 Sanford Drive
Newport News, VA 23601
Tidewater C. C.

Jim Vandervest
Wytheville C. C.
1000 East Main Street
Wytheville, VA

George B. Vaughn
P. O. Drawer 700
Big Stone Gap, VA 24219
Mountain Empire C. C.

Regina R. Vessels
J. S. Reynolds C. C.
Richmond, VA 23230

Hubert O. Walker
4849 Old Harris Road
Virginia Beach, VA 23455

Landy F. Watson
1651 East Parham Road
Richmond, VA 23228
J. S. Reynolds C. C.

Judy Williams
1700 College Crescent
Virginia Beach, VA 23456
Tidewater C. C.

Conley Winebarger
John H. Daniel Campus
Keysville, VA 23947
Southside Virginia C. C.

Charles P. Word, Jr.
13400 Salisbury Road
U. Va. Grad. Student
Midlothian, VA 23113

James M. Deloatch
P. O. Box 737
Franklin, VA 23851
Paul D. Camp C. C.